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STANDARD NINE

ENGLISH

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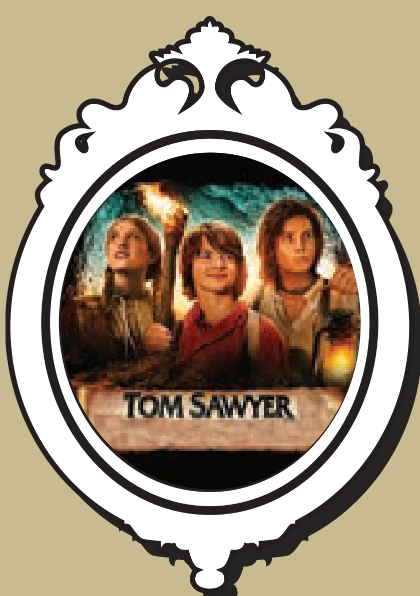
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PREFACE

The revised course book for English standard IX is based on the communicative approach which recognises the importance of developing students' competence to express themselves fluently, confidently and appropriately. The selection of contents has been determined by the students' present and future academic and social needs.

Each unit focuses on inculcating universal human values, gender sensitization and inclusivity. To explore the digital world, ICT Corner is introduced in each unit for the first time in State Board Text Book.

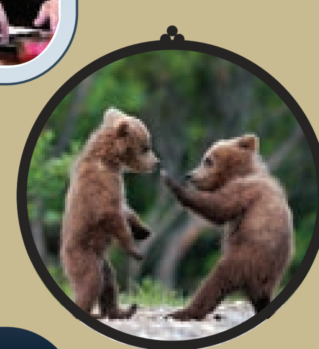












How to use the book

1

- Different types of warm up activities can be used to discuss the theme.
- Make use of the different genres in the text for understanding and appreciating the plot and characterization.
- 'Do You Know' boxes can be used for thinking beyond the texts.

2

- Facilitate the children to enjoy and appreciate the poem.
- Encourage the students to practice the situational grammar exercises.
- 'Think and Answer' questions can be used for promoting higher order thinking skills.

3

- Use the listening, speaking, reading and writing activities to support effective learning.
- Open-ended questions in the writing tasks can be used for promoting creative writing.
- 'Project' can be used for developing team spirit and collaborative learning.

4

- Motivate the students to read independently and to explore by accessing resources in the library and other ICT resources.
- Make use of literary and non-literary texts to develop analytical, inferential and evaluative reading strategies.

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**Memoriter*

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E-Book

34YCL

Assessment

Unit 1 Prose

Learning the Game

Sachin Tendulkar

ZT9RP

Warm Up

Think of what you would like to do in future. Fill in the spaces.

My Goals	
Timeline	**Action Plans**
2022	
20….	
20…. - 20….	
20…. - 20….	
2040 0nwards	

From a very early age, I played tennis-ball cricket with my colony friends. I loved watching cricket on television and in our games, I often tried to emulate the mannerisms of my favourite players, Sunil Gavaskar and the West Indian legend Viv Richards. But it wasn't just the batsmen that I studied. I also loved bowling. Throughout my career, I have actually bowled a lot in the nets.

I was then studying in the New English School, Mumbai. But my brother Ajit knew that compared to other schools in Mumbai, Shardashram Vidhyamandir where Ramakant Achrekar Sir was the cricket coach, gave due importance to the game of cricket. He ran summer camps too. Ajit, one day, took me to the camp to get trained under Sir. Anyone could come for a trial at the camp; but then, it was up to Sir to decide who to accept. I was eleven years old then. Achrekar Sir, as I refer to him, started playing cricket at the age of eleven in 1943, which is the age I was when I went to him for the first time.

- Who were Sachin's favourite players?
- What was special about Shardashram Vidyamandir in Mumbai?

I had never batted in the nets before and felt somewhat overawed with so many people around. When I was asked to bat, I was not at all comfortable. With Sir watching me so closely, I failed to make an impact. Sir called Ajit aside and informed him that I was perhaps too young to make the camp and suggested that he should bring me back when I was a little older. My induction into the Mumbai cricket circuit could have ended in failure – but for Ajit's insistence. Having seen me play in the colony, Ajit knew I was capable of performing far better than I had done in front of Achrekar Sir. He explained that I was nervous and asked Sir to give me one more opportunity. However, he suggested that while doing so, Sir should pretend to go away and then watch from a distance. Sir agreed. Before long, I was asked to bat again and, without Sir's trained

eyes scrutinizing me – or so I thought, I felt more at ease and soon started to hit the ball well. This time, Sir agreed to let me join the camp. I was delighted and I must say it was an opportunity that transformed my life.

The camp involved a session every morning and evening at Shivaji Park. I would practice between 7.30 am and 10.30 am in the morning. Then I'd come back in the afternoon and practice till late evening. The schedule was rigorous and I would be exhausted by the end of the day. Travelling to Shivaji Park took forty minutes from my house in Bandra and I had to catch an early morning bus to make it on time. For the first few days, Ajit accompanied me, to get me used to the routine. During the bus journeys, he would talk to me about the nuances of batting, and I always enjoyed these conversations a lot. In fact, the one thing that I have kept with me all my career is a note that Ajit gave me containing some thoughts about batting. It served as a very personal coaching manual.

- What was the opportunity that transformed the life of Sachin?
- What sort of conversations did Ajit and Sachin have while travelling?

As a child, I had only one set of cricket clothes and the routine was to wash them as soon as I'd returned from the morning session. While I had my lunch, the clothes would dry out in the sun and I would wear them again in the afternoon. The pattern was repeated in the evening so that I could use the same set of clothes the following morning. The system worked well – apart from my pockets. There was never quite enough time for the pockets to dry out completely, and for the entire duration of the camp I played with wet pockets. By the middle of the summer camp, Sir had started taking an active interest in my batting and at the end of the two months, informed Ajit that I had the potential to be a good cricketer if I practiced all year round. However, my school – the New English School in Bandra – did not have cricket facilities and Sir was keen for me to change schools if I wanted to pursue cricket seriously.

- What routine did Sachin follow in washing his clothes?
- What did Achrekar inform Ajit?

One evening, Sir called my father and put forward his suggestion. Ajit was in the room with my father at the time and they both accepted that it was necessary if cricket was to be my priority. My father sat me down and explained that while he did not have any objections to my changing schools, I should do so only if I was really serious about playing cricket. I assured him I was, and so it was agreed that I should move to Shardashram Vidhyamandir, where Achrekar Sir was the cricket coach. All my excess energies were getting channelled into cricket, which acted as a kind of safety valve. My father always said that all he wanted me to do was give it my best effort without worrying about the results.

- What was the suggestion given by Achrekar to Sachin's father?
- What acted as a safety valve?

In my first year at Shardashram, I played fifty five practice matches during the summer break of sixty days. My summer sessions used to start at 7.30 am and end at 4.30 pm. My evening session would start at 5 pm after only a thirty-minute break. During the break, Sir would often give me some money to go and have a *vadapav* (a popular Mumbai fast food).



Between 5 pm and 7 pm I'd have five more net sessions. Towards the last 15 minutes, Sir would place a one rupee coin on top of the stumps and if I managed to avoid getting out, the coin was mine. In this session every bowler in the camp would come and bowl to me, with some sixty to seventy boys fielding. It meant I had to hit every ball along the ground to survive those intense fifteen minutes. Winning the one–rupee coin used to give me immense satisfaction and taught me how to concentrate even when physically drained. At the end of it all., Sir would tell me to run two full circuits of Shivaji Park with my pads and gloves on. That was the last part of my training and I'd be completely exhausted by the end of it all. It was a routine I would repeat right through my summer holidays and it helped me to build up physical and mental stamina.

- What did Sachin do during the thirty minute break?
- What is the intense 'fifteen minutes' mentioned ?

Occasionally, my father came to take me home and I would always ask him to treat me to a special fruit cocktail at a juice centre near the club. While this regular demand was a little unreasonable, because at the time I did not realize that my parents also had to take care of the needs of my brothers and sister, my father would invariably end up giving me what I wanted, just to see me happy. On other days, when I made my way home from Shivaji Park on my own, I'd often fall asleep on the bus – if I managed to sit down. Anyone who has been on a Mumbai bus at peak hours will know just how difficult it is to get a seat. On days when I wasn't so lucky, it was still a challenge just to stand with the kitbag, because the bus conductors would inevitably complain about me taking up the space of another passenger. It could be embarrassing because the conductors were often rude and would sometimes ask me to buy two tickets. I didn't have the money for a second ticket and I had to learn to take these remarks in my stride. Dirty clothes often added to the embarrassment. With time, I evolved a way of wrapping the kitbag around me. Just as the helmet and

pads became a part of me while batting, so the kitbag became an extension of me on the bus. I'd often take the bus or train from Bandra to Church gate, and it was all a great learning experience.

- What did Sachin's father do just to make Sachin happy?
- What did embarrass Sachin in the bus?

Even though I loved cricket, there were still occasional days when playing with my friends at home was such fun that I would conveniently forget I was supposed to go to the nets. If I didn't turn up, Achrekar Sir would jump on to his scooter and come to find me. Sir would spot me in the melee and virtually drag me out. I would come up with excuses but he would have none of it. He would get me to change and head off to Shivaji Park.

On the drive he would tell me, "Don't waste your time playing insane games with these kids. Cricket is waiting for you at the nets. Practice hard and see what magic can transpire."

- What made Sachin forget, to go to the nets?
- What did Achrekar advise Sachin?

"We need to have proper career orientation. Your personality plays an important role in choosing the type of career you want. Choose something you enjoy and really want to do and you will be successful."

At that time, I hated being dragged off, but as I look back, I feel sheepish about my actions and can only admire Achrekar Sir's farsightedness.

Sir also punished me on one occasion when trying to teach me a very important lesson. Once, I bunked my daily evening practice to watch an inter-school cricket match not anticipating that Sir would be there. He was angry and he said it wasn't for me to come and watch other people play for, if I practiced hard enough, one day people from across the world would come and watch me play. Had it not been for Sir, I would not be the cricketer I turned out to be. He was a strict disciplinarian and did everything he could for me. I owe myself to him.



About the author

Sachin Ramesh Tendulkar was born on 24th April 1973 in Mumbai, Maharastra. He was a former Indian cricketer and captain widely regarded as one of the greatest cricketers of all time. He made an impact in cricket from a very early age, displaying a prodigious talent. The world famous cricketer has set many records in his career and is considered as one of the greatest Batsman of all times. He is the only player to have scored one hundred international centuries, the first to score double century in a One Day International , and the only player to complete more than 30,000 runs in international cricket. He played 664 international cricket matches in total, scoring 34,357 runs. In 2012, Tendulkar was nominated to the Rajya Sabha. He retired from cricket on 16th November 2013. 'Learning the Game' is an extract from his autobiography *Playing it My Way.*

Awards	Year
Arjuna Award	1994
Rajiv Gandhi Khel Ratna Award	1997
Padma Shri	1999
Padma Vibhushan	2008
Bharat Ratna	2013



Coach Achrekar passed away on 2nd Jan, 2019 at the age of 87 at his Shivaji Park residence. Tearful Sachin was at the funeral and paid his tribute by carrying his coach's mortal remains to the cremation ground.

Glossary

XFR2Q

emulate (v) - to match or surpass typically by imitation.

overawed (v) - impressed so much that they are silent or inhibited

induction (n) - the action or process of including someone to an organization

rigorous (adj.) - extremely thorough and careful

nuances (n) - subtle changes in or shades of meaning, expression, or sound

pursue (v) - follow or chase

stamina (n) - the ability to sustain or prolonged physical and mental effort

cocktail (n) - a mixed drink which is a combination of ingredients such as fruit juice, lemonade, flavored syrup or cream.

kitbag (n) - a long cylindrical canvas bag, (here) used to carry cricket accessories

stride (v) - a step or stage in progress towards an aim

embarrassment (n) - a feeling of self-conscious, shame or awkwardness

melee (n) - a confused crowd of people

transpire (v) - come to be known / revealed

farsightedness (adj.) - showing a prudent awareness of future possibilities

bunked (v) - to make oneself absent from a class or session

A. Answer the following questions in one or two sentences.

1. What was coach Achrekar's first impression on Sachin?
2. Why did Sachin feel that the schedule of the camp was 'rigorous'?
3. What did serve as a very personal coaching manual to Sachin?
4. Why was Sachin asked to change the school?
5. What was the condition laid down by Sachin's father for changing the school?
6. How did the act with the one rupee coin help Sachin become a good cricketer?
7. What did help Sachin build his physical and mental stamina?
8. Which incident triggered the coach to be angry on Sachin?
9. Why do you think Achrekar punished Sachin?
10. '*I owe myself to him*' - What does Sachin mean by this?

RMKIA

B. Answer the following in a paragraph of 120-150 words:

1. 'Achrekar was a sincere coach'. Substantiate.
2. Narrate in your own words the hardships underwent by Sachin to become a great cricketer.
3. Quote the sentences which you find most inspiring from 'Learning the Game'. How do they inspire you? Explain.



Vocabulary

C. Match the words in column A with their Synonym in column B.

S.No.	A	B
1.	ease	endure
2.	evolve	surplus
3.	excess	effortless
4.	survive	great
5.	immense	progress

D. Match the words in column A with their Antonym in column B.

S.No.	A	B
1.	concentrate	incomplete
2.	inevitable	distract
3.	occasional	wise
4.	complete	continual
5.	insane	preventable

Secrets of Goal Setting

1. Write clear and measurable goals.
2. Create a specific action plan for each goal.
3. Read your goals daily and visualize yourself accomplishing them.
4. Reflect on your progress to see if you are on target.
5. Revise your action plans if needed.
6. Celebrate your accomplishments!



Homonyms

Homonyms are words with similar sound and spelling, but with a different meaning.

E. Use the words given below in your own sentences so as to get different meanings. One is done for you.

cricket	Cricket is a popular sport.
	Cricket is active at night.
bank	
will	
bark	
watch	
bat	

Homophones

Homophones are words with similar sound but with a different spelling and meaning.

F. Consult a dictionary, to find the homophones for the given words.

1	in	
2	know	
3	be	
4	to	
5	watt	
6	right	
7	were	
8	bare	
9	herd	
10	throne	

Prefix and Suffix

Prefixes are added to the beginning of a root word while suffixes are added to the end.

G. Look at the prefixes and suffixes given and frame two new words for each one of them. One is done for you.

Prefix	Word-1	Word-2
sub	subway	subconscious
un		
re		
en		
dis		
ir		

Suffix	Word-1	Word-2
ly	suddenly	happily
or		
er		
ness		
ian		
ist		

*Listening

H. Listen to the passage on Paralympics and choose the correct answer.

1. The Paralympic games are for ______

   a. children.

   b. disabled people.

   c. women.

*Listening text is on Page No. 203

2. The Paralympic games usually happen ___________

   a. in Greece.
   b. every four years.
   c. after the Olympic Games.

3. The first true Paralympic Games happened in Rome in _________

   a. 1960.
   b. 1952.
   c. 1848.

4. In 394 BCE, the ________ stopped the Greek Olympic Games, because they didn't like them.

   a. Romans
   b. Greeks
   c. British

5. …………..was a doctor at the Stoke Mandeville hospital in England.

   a. Pierre de Coubertin
   b. Sir Ludwig Guttmann
   c. Natalie du Toit

Speaking

I. Just a minute

Given below are five main qualities for true sportsmanship.

i.	Determination
ii.	Optimisation
iii.	Stamina
iv.	Perseverance
v.	Decisiveness

Get into groups of four. Each group will choose one quality to talk about to the whole class for about one minute. But before you talk, you have two minutes to think about it. You can make notes if you wish.

J. Prepare a speech in about 80-100 words for the morning assembly, stressing on the importance of games and sports in ensuring a healthy body and mind.

Writing

K. Your friend who lives in another town/city has won his/her championship trophy in the recent sports meet. Write a letter congratulating him/ her.

L. Collect information from newspapers, magazines, periodicals and books about any two famous sports women. Prepare their profiles. Use the following format.

Name	Details
Date of birth	
State/Team she represents	
Sports/ Games she is associated with	
Debut (first entry)	
Best in her career	
Hobbies	
Awards/ Medals received	

Creative Writing

M. Write a newspaper article in about 100 words, comparing the achievements of the two sportswomen based on the information you have already collected.

Reading

Folk Culture and Folklore of Tamil Nadu

Tamil Nadu is deeply rooted in a great tradition of folk arts and crafts, which display the customs and skills that have come down from generations. The folk music and dances of Tamil Nadu represent the ethos, aesthetic, values and melody of the region. Traditionally, folk dances and music are performed during festivals and community functions. The following article describes some of the folk musical styles and dances of Tamil Nadu.

Karagaattam is a popular folk dance of Tamil Nadu, which involves balancing a pot on the head to musical accompaniment. The Karagam pots are decorated with a cone of flower arrangements, topped by a paper parrot. The parrot swings as the dancer swings along.



Karagaattam has two divisions — atta karagam and sakthi karagam. This form of dance is very popular all over Tamil Nadu. Both male and female performers participate in this dance. Acrobatics such as dancing on a rolling block of wood, moving up and down a ladder, threading a needle while bending backwards form a part of this dance.

Kavadi Aattam is one of the predominant folk dances of Tamil Nadu.



When the ancient Tamils went on pilgrimages, they used to carry offerings tied on either end of a long stick, balanced on their shoulders. A kavadi is made of bamboo strips and a light pole. To lessen the boredom of the long travel, they sing and dance in praise of God. Kavadi Aattam traces its origin to this practice. This led to the composition of special songs for carrying the kavadi.

Poikkal Kudhirai Aattam is a dance in which the dancer puts on the



dummy figure of a horse on his / her hips. This folk dance needs a lot of training and skill. The dummy is made of lightweight materials and the cloth at the sides of the dummy swings to and fro covering the legs of the dancer who dons wooden legs so that they look like the hooves of the horse. While performing, the dancer brandishes either a sword or a whip.

Parai Aattam is a special type of dance in Tamil culture in which the performers beat the parai and dance to



its rhythm. This is one of the oldest traditional dances. In olden days, the parai was used for multiple reasons, ranging from warning people about the upcoming war, requesting civilians to leave the battlefield, announcing victory or defeat, stopping a breach of a water body, gathering farmers for farming activities, warning wild animals about human presence, during festivals, weddings, celebrations, worship of nature and so on. Parai Aattam plays a prominent part in all the celebrations in Tamil Nadu even today.

Bommalaattam or Puppetry is held in rural areas of Tamil Nadu during festivals and fairs. Skilled puppeteers



manipulate the puppets with strings or wires. They stand behind a screen and the puppets are held in front. The puppetry depicts stories mainly from the Puranas, epics and folklore. Even during Indian freedom struggle awareness programmes for the common people were conducted through puppet shows to instill patriotism among the people.

Therukoothu is usually conducted during village festivals in the months of Aadi and Panguni. Theru koothu is performed on the streets and in open air. In this dance form, make-up and costumes are considered very important. The performance involves storytelling, songs, dance and dialogue



rendering. The performances are based on stories from Puranas, Ramayana, Mahabharata and the local folklore.

Silambaattam is a martial art form, practised from the days of the Tamil kings. It has metamorphosed into a



non-violent form of folk dance, adding stepping styles into the dance to the measure of time. This martial art form also teaches the performer the methods of self-defense.

DO YOU KNOW?



Silambam was banned in Tamil Nadu during the British rule. Britishers viewed this martial art as a potential threat in the face of revolts.

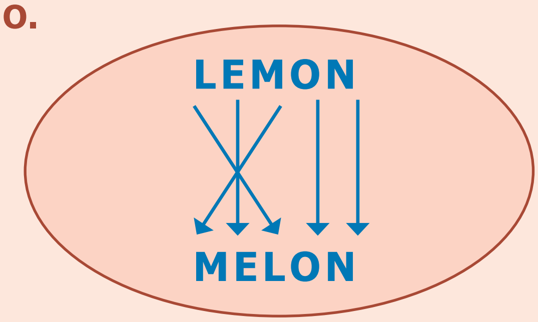
N. Answer the following questions briefly.

1. What do Tamil Nadu folk dances and folk arts represent?
2. When are folk dances and folk music usually performed?
3. How is Karagattam performed?
4. How were offerings carried during the ancient period?
5. Bring out a few differences between the two art forms: Therukoothu and Bommalattam.

ANAGRAMS

An anagram is a word or a phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once.

O.



Now try to solve these anagrams.

1	ELBOW	
2	SECTION	
3	VIEWER	
4	RIPPLES	
5	NEEDLESS	

P. Work with a partner

Pick out two words from the article on folk culture and folklore of Tamil Nadu with which you can form anagrams. Take turns and ask your partner to solve the anagram and come out with the right words.

A Talk Show

Q. Work in groups of 4-6. Choose one folk art form, that is rarely or no longer performed. Find out the reasons for this and suggest practical solutions/steps that can be taken to prevent this. After discussion and research, conduct a talk show in the class on the topic FOLK ARTS - A REVIVAL. The following inputs will help you.

Each group will consist of the following members.

1. The host
2. A folk artist
3. A representative from an NGO engaged in reviving some of the dying folk arts.
4. A student
5. A citizen from the city.

NOTE: Your teacher will distribute role cards with cues to each member of the group to help you play your roles.

Grammar

Preposition

A preposition is a word that is placed before a noun or a pronoun to show its relationship to other words in a sentence.



I. Prepositions of Time

These prepositions are used to indicate when a particular event happened. These include: in, on, at, since, for, during etc.

(e.g.) : 1. I was studying in the morning.
2. She was born on the 5th of July.
3. I will reach there at 6 o'clock.

II. Prepositions of Place

These prepositions are used to indicate the location and come before a noun or a pronoun These include: in, on, between, behind, under, over, near etc.

(e.g.) : 1. The cat is on the wall.
2. Jenny lives near her workplace.
3. Raj is in his room.

III. Prepositions of Movement

These prepositions are used to describe movement. These include: to, into, towards, through etc.

(e.g.) : 1. I went to the book store.
2. The swimmer jumped into the pool.
3. The dog was coming towards him.

IV. 'Since' and 'For'

'Since' refers to a particular point of time.

(e.g.) : 1. I have been studying since 5 a.m., and I am at it even now.
2. The construction of this building has been going on since January.

'For' refers to the duration of the time.

(e.g.) : 1. Maya has worked in this institution as an accountant for 23 years.
2. Many ideas were discussed for three weeks before the annual day theme was finalised.

V. 'During' and 'In'

Both 'during' and 'in' are used to describe actions that happen in a particular period of time.

(e.g.) : 1. We will be visiting my grandparents during the summer vacation.
(or)
2. We will be visiting my grandparents in the summer vacation.

VI. 'Between' and 'Among'

'Between' is used when naming definite, individual items.

(e.g.) : 1. The discussion on a sports meet between our school and other schools are going on for two days.
2. The final match will be held between India and Australia.

'Among' is used when the items are part of a group and are not specifically named.

(e.g.) : 1. The sailors divided the money among themselves; and the ship sailed on.
2. We'd discussed this point among ourselves many times over the past months.

A. Choose the most appropriate preposition from the brackets.

1. We have been living in Chennai __________ eight years. (for/ since)
2. Abdul has taken______ his father. (after/ at)
3. Vimal generally goes to his workplace______ bus. (by/on)
4. The cricket ball was hidden ______ the leaves. (among/ between)
5. Mani divided his toys______his brothers and sisters. (among/ between)

B. Identify the prepositions in the given sentences and underline them.

1. Riya borrowed a dress from me and lent it to her friend, Mary.
2. When I moved back to the city, things had changed considerably.
3. The burglar found the keys under the pot in the balcony.
4. Prabhu was hiding behind the door when his sister came looking for him.
5. My dog sat on my hat and squashed it.

C. Complete the passage by filling in appropriate prepositions from the list- (with, out, to, in, from, during, of, for, by). Some prepositions may be used more than once.

In Tamil Nadu, a very interesting form of recitation named Villupattu developed (a) _____________ the 15th century. Villupattu means bow-song because a bow-shaped musical instrument (b) ____________ strong high tension string is used (c) ___________



placing it (d) ______________ an earthen pitcher. It is believed that this narrative form was an invention (e) __________ Arasa Pulavar. The troupe gives its performance mostly (f) __________ temple festivals. There are seven to eight persons in a troupe who form a kind (g) __________ chorus that supports the main singer-narrator. When the chief narrator sings, the chorus takes (h) ___________ the refrain (i) ______________ the song and repeats it in unison. The whole party sits (j) ____________ the ground and performs (k) __________ a lot (l) ___________ gesticulation and facial expression to suit the narrative they have taken. The ballad style songs are composed (m) _________ the rural dialect which appeals (n) __________ the audience who sometimes join the troupe (o) ___________ suitable notes or words.

Prepositional verbs

Some verbs are usually followed by prepositions before the object of the verb.

Examples

i. The kids **laughed at** the hilarious antics of the clown.

ii. Fathima **planned to** stay at a hotel, when she visited Mumbai.

iii. I have pressing matters to **attend to** in Kolkata.

iv. I **believe in** the healing power of a mother's touch.

v. She was so happy in life that she could not **ask for** more.

vi. The elderly couple **care for** their pets as they do for their children.

vii. I **agree with** everything you've said.

D. Frame sentences using the prepositional verbs given in the box.

benefit from	pay for
stand in	rely on
stay at	joke about
go into	consist of
prepare for	attend to

E. Given below is a picture of a carnival. Complete the factual description by filling in the blanks with appropriate prepositions.

Fairs and festivals form an integral part of the culture of Tamil Nadu. They are an excellent platform to promote and preserve the vibrant art and culture of the Tamils.



A *thiruvizha* (festival) is a source of excitement and thrill for villagers. The village thoroughfare wears a festive look, as the open spaces are cleaned, spruced up and decorated (a) ________colourful streamers.

People throng the premises (b) ______catch a glimpse (c)________their village deity (d)______ a magnificently decorated chariot, and pay their respects. There is a big crowd (e)_____ the food stalls that serve free piping hot *sakkarai pongal* (sweet pongal), lemon rice and curd rice.

People (f)______nearby villages and towns display their wares attractively, and call out loudly (g)______the people (h)_______buy their wares. Cotton candy, cut raw mangoes smothered (i)________salt and chilly powder, boiled groundnuts, murukku, sweets, buttermilk etc are sold. Men, women, grandmas, grandpas and little children dressed (j)_________their best clothes, enjoy the Thiruvizha greatly.

You can hear the shrieks (k)________happy children enjoying the rides on ferris wheels and carousels, elders looking (l)_________ each other with smiles on their faces.

The entire day is spent (m) _______fun and gaiety. All the village people irrespective of their age, look forward (n)_________the thiruvizha every year.

Writing

You stayed with your grandparents at your native village during Pongal. You had an unforgettable time with them. You visited the village fair and enjoyed the simple pleasures of life like bathing in the river, strolling in the fields, eating food cooked in earthen utensils over firewood, sleeping on a cot on the terrace under the star-lit sky, visiting temple fairs and watching Karagattam presentation.

F. Write a letter to your friend, describing the joy of celebrating festivals in a village, with the inputs given above.

Project

G. Your class has to stage a Puppet Show in the Assembly Open Forum on the topic 'Child Labour'. Divide yourselves into groups and discuss the requirements for the presentation like storyline, characters, dialogues, choice of puppets and music for the interlude. Now complete the dialogues given below.

Ramesh : Let us present a Puppet Show on CHILD LABOUR for our Assembly Open Forum.

Mohammed : That is a very good idea! Let us start planning right away.

Geetha : ____?

Leema : I suggest we begin with the storyline first.

Mani : How ____________________________________ ?

Ramesh : We can have around five characters.

Mohammed : What ____ ?
Meena : We can focus on the problems of poverty and illiteracy as the major reasons for child labour.
Ramesh : Can ____?
Leema : I am good at making stick puppets. I will make them myself. But I require some help.
Mani : I ____________________ . Tell me, __________________.
Leema : Thank you, Mani. Let us stay back after the meeting and discuss.
Ramesh : Have ______________________ ?
Meena : I think we should have some music for the interlude.
Geetha : That would make it really interesting. I will get my music group to start working on the tunes for our puppet show.

H. Now you are ready to start writing your script for Bommalattam on 'Child Labour'.

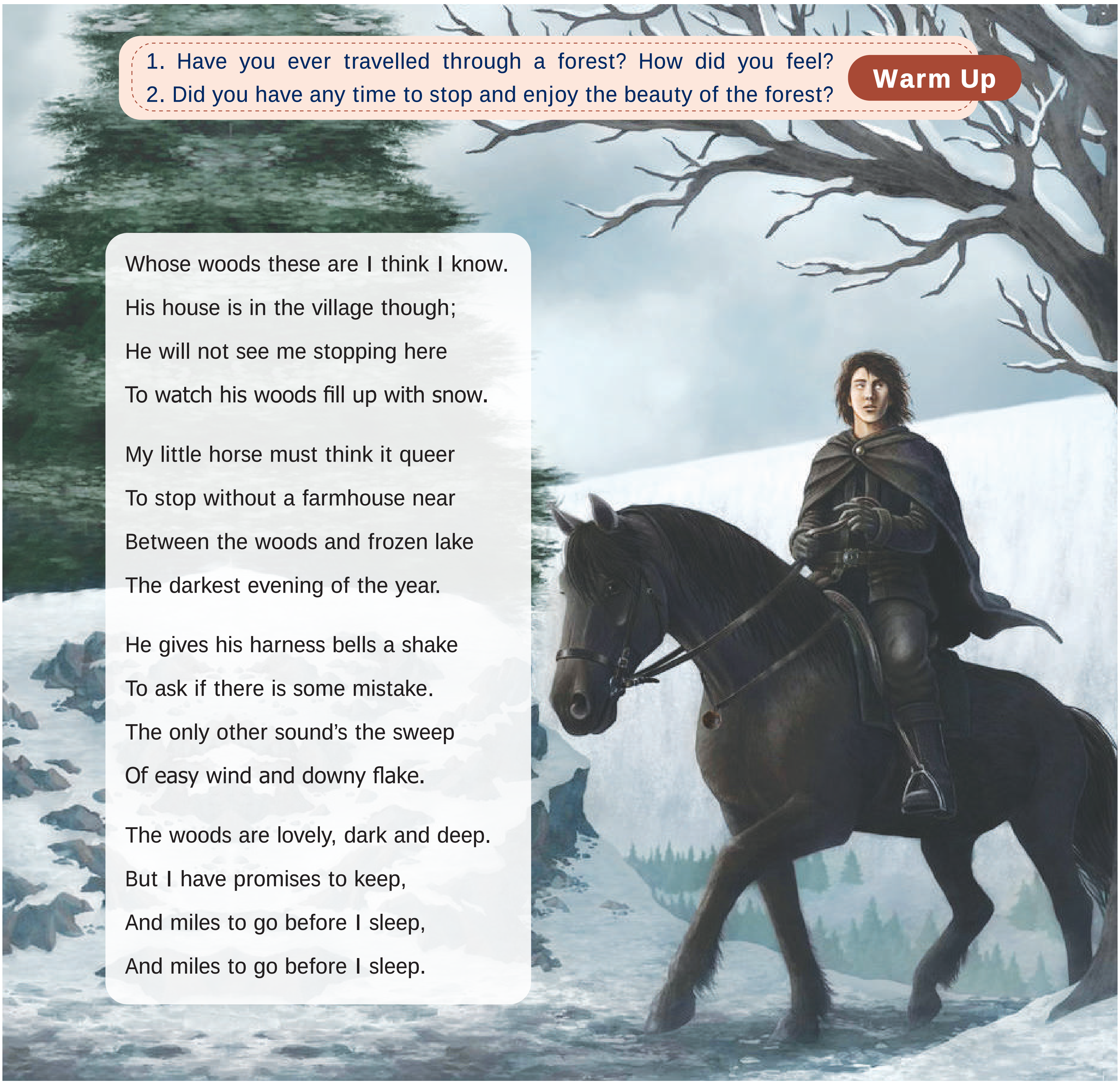
Guidelines for script writing

- Write a brief description of the play in a story map format. (storyline, conflict/ problem, resolution, moral, puppet characters, backdrop and setting, properties)
- Write a rough draft of the puppet play script (sound effects, timings/pauses, what the characters may be doing when not talking, direction for props etc.)
- Edit and revise your rough draft. Make sure that the story is lucidly conveyed and feels like natural conversation to the listeners.
- When your puppet play is ready, pick puppets of your choice and start practising.

Unit 1 Poem

* Stopping by Woods on a Snowy Evening

Robert Frost



Warm Up

1. Have you ever travelled through a forest? How did you feel?
2. Did you have any time to stop and enjoy the beauty of the forest?

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

About the author



Robert Frost (1874-1968) was an American poet noted for his realistic descriptions of rural life. Born on 26 March 1874, he spent his first 40 years as an unknown entity. He received four Pulitzer prizes for poetry and was a special guest at President John F. Kennedy's inauguration. Frost became a poetic force and the unofficial Poet Laureate of the United States. Some of his famous works are *The Road Not Taken, West Running Brook, Mending Wall, After Apple Picking etc.*

DO YOU KNOW?

Jawaharlal Nehru, the former Prime Minister of India, had the last two lines of this poem written in block letters and placed it on his desk as these lines reminded him of his responsibilities.

GLOSSARY

queer (adj.) : strange, odd

woods (n) : an area of land covered with a thick growth of trees.

harness (n) : straps and fittings by which a horse is fastened to a cart or carriage

frozen (adj.) : in ice form

sweep (v) : to move swiftly and smoothly

downy (adj.) : soft and fluffy

flake (n) : a small piece of snowflake

A. Memorise the poem 'Stopping by Woods on a Snowy Evening'.

B. Read the following lines and answer the following questions.

1. *He will not see me stopping here*
   To watch his woods fill up with snow.
   a) Whom does 'he' refer to?
   b) Identify the season in these lines.
2. *My little horse must think it queer*
   To stop without a farmhouse near
   a) Who is the speaker?
   b) Why should the horse think it queer?
   c) Pick out the rhyming words.
3. *He gives his harness bells a shake*
   To ask if there is some mistake.
   a) Whom does 'he' refer to in these lines?
   b) Why does 'he' give his harness bells a shake?
   c) How does the horse communicate with the poet?
4. *The woods are lovely, dark and deep,*
   But I have promises to keep
   a) How are the woods?
   b) Whom does 'I' refer to?
   c) What are the promises the speaker is talking about?

5. *And miles to go before I sleep,*
   And miles to go before I sleep.
   a) Why the poet has used the same line twice?
   b) Explain: *miles to go before I sleep*

C. Complete the summary of the poem by filling in the blanks.

After a long travel the poet entered a____________. He wondered to whom the wood ________! He realized that the owner of the wood lived in a _________. He thought that the owner would not be able to ____________him stopping in his woods to watch ______________ fill the woods. The poet felt that the horse would think it very __________ to stop near the woods as he had never _____. He was actually standing between the woods and ________. The time was _________. The horse indicated that the poet has made a _________ by shaking its head. The poet felt that the woods are lovely, ________ and _______. He suddenly realized that he had worldly _______which would not allow him to ________ in the woods for a long time.

D. Answer the questions in two or three sentences.

1. What information does the poet highlight about the season and the time of the day in the poem?
2. In which way is the reaction of the speaker different from that of the horse? What does it convey?
3. What are the sounds heard by the poet?
4. The poet is aware of two choices. What are they? What choice does he make ultimately?
5. Pick out words from the poem that bring to mind peace and quiet.

E. Identify the rhyme scheme used in each stanza. One example has been done for you.

Stanza	Rhyme scheme
1	aaba
2	
3	
4	

F. Complete the table by identifying lines, against the poetic devices from the poem. One example is done for you.

Poetic device	Lines from the poem
Alliteration	watch his woods
Personification	
Repetition	
Imagery	

Writing

G. Answer the following questions in a paragraph about 80 -100 words.

1. It is said, "The choices made by one, shapes one's destiny". Ponder on the thought and write a paragraph.

H. Work in pairs and discuss the factors that contribute towards making a choice and make a presentation to the class.

Read and Enjoy

LEISURE



What is this life if, full of care,
We have no time to stand and stare.

No time to stand beneath the boughs,
And stare as long as sheep or cows.

No time to see, when woods we pass,
Where squirrels hide their nuts in grass.

No time to see, in broad daylight,
Streams full of stars, like skies at night.

No time to turn at Beauty's glance,
And watch her feet, how they can dance.

No time to wait till her mouth can
Enrich that smile her eyes began.

A poor life this is, if full of care,
We have no time to stand and stare.

William Henry Davies



Unit 1 Supplementary

DNE62

The Envious Neighbour

A Japanese Folk Tale

Warm Up

Discuss the following.

1. Ratan Tata and Azim Premji are a few rich people of India who spend a part of their wealth on charity. What influences them to share and care for others?
2. Think of any undesirable quality that you would like to get rid of and discuss it with your friends.
3. Do you like pets? Why?

Now read the Japanese folk tale about two neighbours and how their character changed their lives.

In the old, old days, there lived an honest man with his wife, who had a pet dog, which they used to feed with fish and tit-bit from their own kitchen. One day, as the old folks went out to work in their garden, the dog went with them, and began playing about. All of a sudden, the dog stopped short, and began to bark, "Bow, wow, wow!" wagging his tail violently.

The old people thought that there must be something nice to eat under the ground, so they brought a spade and began digging, when, lo and behold! The place was full of gold pieces and silver, and all sorts of precious things, which had been buried there. So, they gathered the treasure and after giving alms to the poor, bought themselves rice-fields and corn-fields, and became wealthy people.

Now, in the neighbouring house there dwelt a covetous and stingy old couple, who when they heard what had happened, came and borrowed the dog and having taken him



home, prepared a great feast for him, and said— "If you please, Mr. Dog, we should be much obliged to you if you would show us a place with plenty of money in it."

The dog, however, who up to that time had received nothing but cuffs and kicks

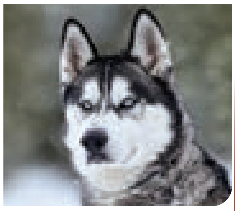
from his hosts, would not eat any of the dainties which they set before him; so, the old people began to get cross, and, putting a rope around the dog's neck, led him out into the garden. But it was all in vain; he let them lead him where they might, not a sound would the dog utter. He had no "bow-wow" for them. At last, however, the dog stopped at a certain spot, and began to sniff. So, thinking that this must surely be the lucky place, they dug, and found nothing but a quantity of dirt and nasty offal, over which they had to hold their noses. Furious at being disappointed, the wicked old couple seized the dog, and killed him.

When the good old man saw that the dog, whom he had lent, did not come home, he went next door to ask what had become of him; and the wicked old man answered that he had killed the dog and buried him at the root of a pine-tree; so the good old fellow, with a heavy heart, went to the spot, and having set out a tray with delicious food, he burnt incense, and adorned the grave with flowers, as he shed tears over his lost pet.

That night, when the good old man was fast asleep in bed, the dog appeared to him, and, after thanking him for all his kindness, said "Cause the pine-tree, under which I am buried, to be cut down and made into a mortar, and use it, thinking of it as if it were myself."

The old man did as the dog had told him to do, and made a mortar out of the wood of the pine-tree; but when he ground his rice in it, each grain of rice turned into some rich treasure. When the wicked old couple saw this, they came to borrow the mortar; but no sooner did they try to use it, all their rice turned into filth; so, in a fit of rage, they broke the mortar and burnt it. But the

DO YOU KNOW?



Dogs were domesticated from wolves 15,000 years ago. New evidence suggests that dogs were first domesticated in East Asia, possibly China. Over time, hundreds of breeds with a great degree of variation have come into being.



good old man, little suspecting that his precious mortar had been broken and burnt, wondered why his neighbours did not bring it back to him.

One night the dog appeared to him again in a dream, and told him what had happened, adding that if he would take the ashes of the burnt mortar and sprinkle them on withered trees, the trees would revive, and suddenly put out flowers. After saying this the dream vanished, and the old man, who heard for the first time of the loss of his mortar, ran out weeping to the neighbours' house, and begged them, at any rate, to give him back the ashes of his treasure.

Having obtained it, he returned home, and made a trial of their virtues upon a withered cherry tree, which, upon being touched by the ashes, immediately began to sprout and blossom. When he saw this wonderful effect, he put the ashes into a basket, and went about the country, announcing himself as an old man who had the power of bringing dead trees to life again.



A certain prince, hearing of this, and thinking it a mighty strange thing, sent for the old fellow, who showed his power by causing all the withered plum and cherry trees to shoot out and put forth flowers. So, the prince gave him a rich reward of pieces of silk and cloth and other presents, and sent him home rejoicing.

DO YOU KNOW?



Dogs in warfare have a very long history starting in ancient times. From being trained in combat, to their use as scouts, sentries and trackers, their uses have been varied and some continue to exist in modern military usage.

As soon as the neighbours heard of this they collected all the ashes that remained, and having put them in a basket, the wicked old man went out into the castle town, and gave out that he was the old man who had the power of reviving dead trees, and causing them to flower. He had not to wait long before he was called into the prince's palace, and ordered to exhibit his power.

But when he climbed up into a withered tree, and began to scatter the ashes, not

a bud or flower appeared; but the ashes all flew into the prince's eyes and mouth, blinding and choking him. When the prince's retainers saw this, they seized the old man, and beat him almost to death, so that he crawled off home in a very sorry plight. When he and his wife found out what a trap they had fallen into, they scolded themselves.

The good old man and woman, as soon as they heard of their neighbours' distress, sent for them, and, after reproving them for their greed and cruelty, gave them a share of their own riches, which, by repeated strokes of luck, had now increased to a goodly sum. So, the wicked old people mended their ways, and led good and virtuous lives ever after.

Glossary

tit-bit (n):
a small piece of tasty food

wagging (n):
moving or causing to move rapidly to and fro

covetous (adj):
having or showing a great desire to possess something belonging to someone else

obliged (v):
make (someone) legally or morally bound to do something

mortar (n):
a hard, strong bound in which substances are crushed to powder

withered (v):
become dry and shriveled

A. Identify the character or speaker of the following lines.

1. They gathered the treasure.
2. The pine tree under which I am buried, to be cut down and made into a mortar.
3. They dug, and found nothing but a quantity of dirt and nasty offal.
4. He had not to wait long before he was called into the prince's palace, and ordered to exhibit his power.
5. BOW, WOW, WOW!

B. Based on your understanding of the story, choose the right answers from the given options.

1. The old farmer and his wife loved the dog
   a) because it helped them in their day-to-day work.
   b) as if it was their own baby.
   c) as they were kind to all living beings.

2. When the old couple became rich, they
   a) gave the dog better food.
   b) invited their greedy neighbours to a feast.
   c) lived a comfortable life and were generous towards their poor neighbours.

3. The greedy couple borrowed the mortar to make
   a) rich pastry and bean sauce.
   b) magic ash to win rewards.
   c) a pile of gold.

C. Answer the following questions in a paragraph of about 80 to 100 words.

1. The old farmer was a kind person. Justify the statement with suitable examples from the story.
2. How did the dog help the farmer even after its death?
3. Why did the Prince reward the farmer but punish the neighbour for the same act?
4. Bring out the difference between the two neighbours with suitable examples to support your view.

D. Refer to what happens in the folktale and complete the story with the help of the hints given in the mind map.

(1) There lived an honest man with his wife, who had a favourite ________________ got a treasure.

↓

(2) There dwelt a covetous and stingy old man and woman ________________

↓

(3) The wicked old couple seized the dog, and ____________________

↓

(4) They broke the mortar ________________

↓

(5) They collected all the ashes that remained ________________

ICT CORNER

Word Challenge

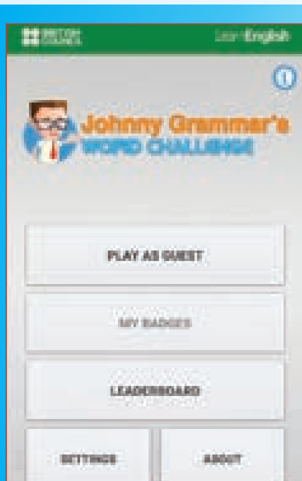
This application will enable the students to practice English grammar, words and spelling through activities. The activities in this application are graded from easy to hard.



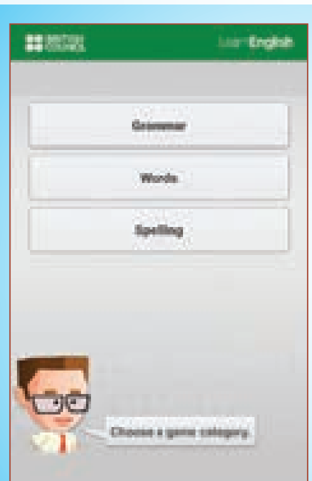
Learn English with Johnny Grammar's Word Challenge

Steps

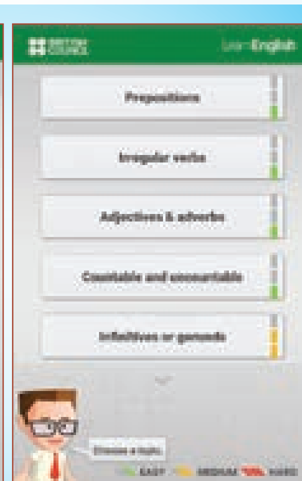
1. Install the application with the help of the link or the QR code given below.
2. Open the application and Register as a user or click "Play as Guest"
3. Once the application is open, the three options "Grammar", "Words" and "Spelling" will appear.
4. Click any one of the three options to find a list of activities.
5. Select any of the activities from the list and play on to reach different levels.



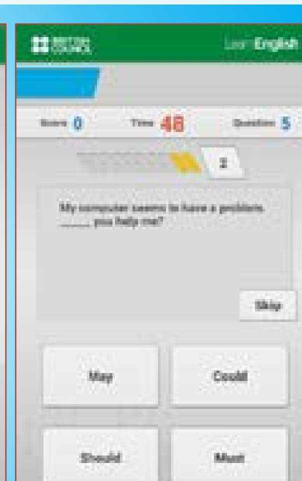
Steps 1



Steps 2



Steps 3



Steps 4

Download Link

Type the following link in your browser or click or scan the QR code to download the application and install it.

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Unit 2 Prose

I Can't Climb Trees Anymore

Ruskin Bond



Warm Up

a. Have you ever tried swinging from a tree?
b. Have you ever climbed up a tree to pluck fruits?
c. Think of other occasions when you have climbed up trees, either near your home or outside. Share your reasons with the class.

Read the story given below. Find out why the visitor feels that he can't climb trees anymore.

He stood on the grass verge by the side of the road and looked over the garden wall at the old house. It hadn't changed much. The old house built with solid blocks of granite wasn't altered at all. But there was a new outhouse, and there were fewer trees. He was glad to see that the jackfruit tree still stood at the side of the building casting its shade on the wall.

He remembered his grandmother saying: 'A blessing rests on the house where the shadow of a tree falls.' And so the present owners must also be receiving the tree's blessings. At the spot where he stood there had once been a turnstile, and as a boy he would swing on it, going round and round until he was quite dizzy. Now the turnstile was gone, the opening walled up. Tall hollyhocks grew on the other side of the wall.

'What are you looking at?'

It was a disembodied voice at first. Moments later a girl stood framed between dark red hollyhocks staring at the man. She was only twelve or thirteen, with lively eyes and long black hair.

'I'm looking at the house. Is it yours?,' he asked.

'No. It's my father's. Why? Do you want to buy it?'

'And what does your father do?'

'He's only a colonel.'

'Only a colonel?'

'Well, he should have been a brigadier by now.'

The man burst out laughing.

'It's not funny,' she said. 'Even Mommy says he should been a brigadier.'

It was on the tip of his tongue to make a witty remark ('*Perhaps that's why he's still a colonel*'), but he did not want to give

offence. They stood on either side of the wall, appraising each other.

'Do you want to buy it?'

'No', he said.

'Well' she said,'If you don't want to buy the house, what are you looking at?'

'I used to live here twenty-five years ago. As a boy. As a young man.... And then my grandmother died, and we sold the house and went away.'

1. What was the old house built with?
2. Does the visitor still live in the house?

She was silent for a while, taking in this information. Then she said, 'And you'd like to buy it back now, but you don't have the money?' He did not look very prosperous.

'No, I wasn't thinking of buying it back, wanted to see it again, that's all. How long have you lived in it?'

'Only three years,' she smiled.

'Would you like to come in and look more closely?'

'Wouldn't your parents mind?'

'They've gone to the club.' They won't mind. I'm allowed to bring my friends home.'

'Even elderly friends like me?'

'How old are you?'

'Oh, just middle aged, but feeling young today.' And to prove it he decided he'd climb over the wall instead of going round to the gate. He got up on the wall all right, but had to rest there, breathing heavily.

'Middle-aged man on the flying trapeze,' he muttered to himself.

'I'll help you,' she said, and gave him her hand.

He slithered down into a flower-bed, shattering the stem of a hollyhock.

As they walked across the grass he spotted a stone bench under a mango tree. It was the bench on which his grandmother used to rest, when she was tired of pruning rose bushes and bougainvillea. 'Let's just sit here,' he said. 'I don't want to go inside.'

She sat beside him on the bench.

They were silent for some time. The man closed his eyes and remembered other times - the music of a piano, the chiming of a grandfather clock, the constant twitter of budgerigars on the veranda, his grandfather cranking up the old car....

'I used to climb the jackfruit tree,' he said, opening his eyes.

DO YOU KNOW?



A flying trapeze is a circus act in which people swing from one end of the circus tent on ropes.

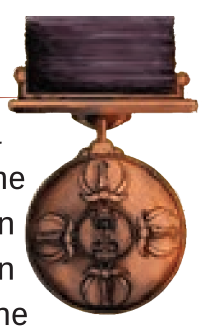
'Do you want to climb it again? My parents won't mind.'

'No, no. Not after climbing the garden wall. Let's just sit here for a few minutes and talk. I mention the jackfruit tree because it was my favourite place. Do you see that thick branch stretching out over the roof ? Half way along it there's a small hollow in which I used to keep some of my treasures.'

'What kind of treasures?'

'Oh, nothing very valuable. Marbles I'd won. A book I wasn't supposed to read. A few old coins I'd collected. Things came and went. I was a bit of a crow, you know, collecting bright things and putting them away. There was my grandfather's Iron Cross. Well, not my grandfather's exactly, because he was British and the Iron Cross' was a German decoration awarded for bravery during the War - the First World War - when my grandfather fought in France. He got it from a German soldier.'

DO YOU KNOW?



The Param Vir Chakra is the highest wartime gallantry award, given to soldiers of the Indian Armed Forces, for the display of utmost courage and complete selflessness when facing the enemy. Since its inception in 1950, 21 fearless heroes (14 posthumous) have been awarded the medal till January 2019.

'Do you still have it?'

'No', he said, looking her in the eyes. 'I left it in the jackfruit tree.'

'You left it in the tree?'

'Yes, I was so excited at the time, packing and saying goodbye to people and thinking about the ship I was going to sail on that I simply forgot all about it.'

She quietly said, 'It may still be there. In the hollow part of the branch.'

'Yes', he said. 'It's twenty-five years, but it may still be there. Unless someone else found it....'

'Would you like to go and look?'

'I can't climb trees any more.'

'If you can't, I will go and see. You just sit here and wait for me.'

'I've found it!' she cried. 'I've found something!'

And now, barefoot, she ran breathlessly towards him, in her outstretched hand a rusty old medal.

He took it from her and turned it over on his palm.

'Is it the Iron Cross?' she asked eagerly.

'Yes', he said, 'this is it.'

'Now I know why you came. You wanted to see if it was still in the tree.'

'You may be right. I'm not really sure why I came. But you can keep the Cross. You found it, after all.'

'No, you keep it. It's yours.'

'But it could have remained in the tree for another twenty-five years if you hadn't climbed up to look for it.'

1. What did the visitor hide in the jackfruit tree?
2. When did the visitor actually hide the iron cross?

'But if you hadn't come back again....'

'On the right day, at the right time, and with the right person', he said, getting up and placing the medal in her hands. 'It wasn't the Cross I came for. It was my youth.'

She didn't understand that, but she walked with him to the gate and waited. Where the road turned, he looked back and waved to her. Then he quickened his steps and moved briskly towards the bus stop. There was sprightliness in his step, and something cried aloud in his heart.

The mango scented summer breeze made the blood course in his veins, and he forgot, for a moment, that he couldn't climb trees any more....

Glossary

turnstile (n) **:**
a mechanical gate consisting of revolving horizontal arms fixed to a vertical post, allowing only one person at a time to pass through

About the author



Ruskin Bond was born on 19th May 1934. He is an award winning Indian author of British descent. He is much renowned for his role in promoting children's literature in India. The Indian council for Child Education has recognized his role in the growth of children's literature in India. He got the Sahitya Akademi Award in 1992 for *'Our Trees Still Grow in Dehra'*. He was awarded the Padmashri in 1999 and Padma Bhushan in 2014. As a prolific writer, he has written over 500 short stories, essays and novels. His popular novel *'The Blue Umbrella'* was made into a Hindi film and was awarded the National Film Award for the best children's film in 2007.

hollyhocks (n) **:**
a tall Eurasian plant of the mallow family, with large showy flowers

colonel (n) **:**
a rank of officer in the army

brigadier (n) **:**
a rank of officer in the British army, above Colonel

trapeze (n) **:**
a horizontal bar hanging by two ropes and free to swing, used by acrobats in a circus

muttered (v) **:**
to utter words in a low tone

slithered (v) **:**
slide or slip unsteadily on a loose or slippery surface

pruning (v) **:** the act of trimming a plant

bougainvillea (n) **:**
an ornamental shrubby climbing plant that is widely cultivated in tropics

chiming (v) **:**
making melodious ringing sounds typically to indicate the time

budgerigars (n) **:**
a small Australian bird of the parrot family, often kept in a cage as a pet

cranking (v) **:** the act of turning a handle to start an engine

sprightliness (n) **:**
lively and full of energy

A. Based on your understanding of the story, indicate either 'T' (True) or 'F' (False) against the columns.

S.No.	Statement	T / F
1	The visitor had hidden a few old coins in the tree.	
2	The jack fruit tree was still there.	
3	As a boy the visitor used to swing on the turnstile.	
4	The visitor had sold the house.	
5	A girl came out of the house.	
6	The visitor's grandfather used to sit on the stone bench.	
7	The visitor was able to remember the music of a piano.	
8	The visitor was able to climb the jack fruit tree.	
9	The purpose of the visit of the narrator was to buy his ancestral house back.	
10	The visitor climbed over the wall easily.	

7MKEO7

B. Based on your understanding of the story, answer the following questions by choosing the correct answer.

1. The story **I Can't Climb Trees Anymore** highlights the importance of ________

   a) old age. b) youth. c) adulthood. d) middle age.

2. The house which was visited by the man____________

   a) remained unchanged. b) was totally changed.
   c) was slightly repaired. d) was given a facelift.

3. Who said, "A blessing rests on the house where the shadow of a tree falls"?

a) Grand mother b) Uncle
c) Grand father d) The visitor

4. The visitor came back to the house because he _________________

a) wanted to see the jackfruit tree.
b) was looking for his lost youth.
c) wanted to look again at his old house
d) wanted to buy the house.

5. The visitor gifted the __________ to the little girl.

a) iron cross b) marbles
c) bronze medal d) old coins

C. Answer the following questions in a sentence or two.

1. Explain:"Blessings rest on the house where the shadow of a tree falls."
2. What did the writer observe about the house?
3. What was the local superstition about trees?
4. What did the visitor do with the turnstile when he was a boy?
5. Who is the owner of the house now?
6. Why did the visitor return to his old house?
7. How did he get back the Iron Cross?
8. How did the grand father get the iron cross?
9. What did he do with the old Iron Cross?
10. Where had he left his childhood treasures?

D. Match the words in column A with the meanings in column B by drawing a line as shown.

S.No.	A	B
1.	pruning	soaked
2.	chiming	shaky
3.	drenched	flourishing,
4.	dizzy	lively
5.	prosperous	ancient
6.	sprightliness	trimming a plant
7.	treasure	emitting a sound
8.	rusty	a collection of precious things

E. Read these shortened forms of words and write the fullform for the remaining words and complete the table given below.

won't : will not
I'd : I had / I would
I'll : I will

1.	you'd	
2.	they've	
3.	he'd	
4.	he's	
5.	wasn't	
6.	isn't	
7.	doesn't	
8.	aren't	
9.	wouldn't	
10.	can't	

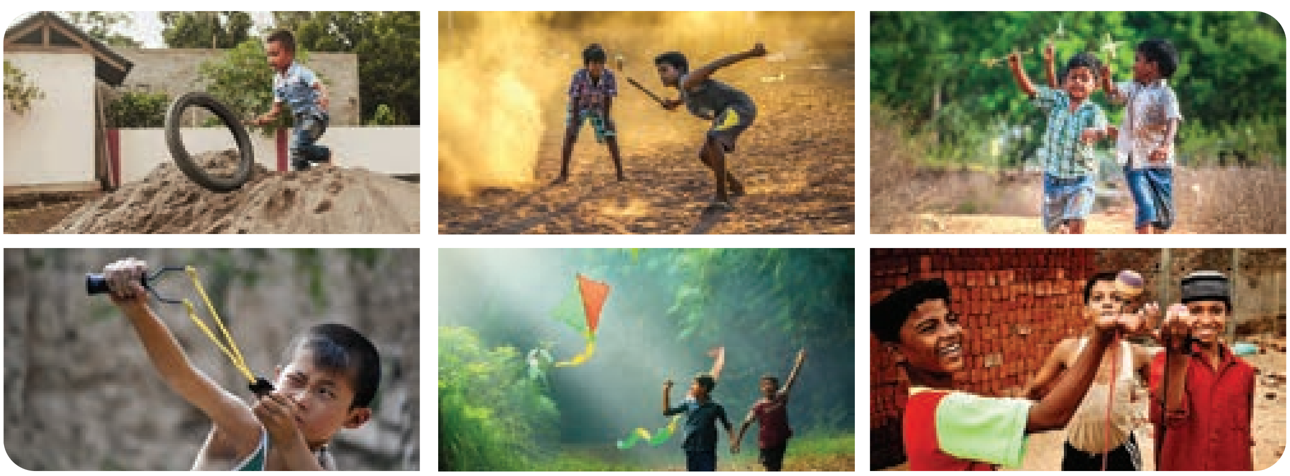
Speaking

F. You are visiting the primary school where you studied classes *I* to *IV*, after six years. You get a chance to go to your standard two classroom and you are permitted to sit at the same place where you used to sit.

1. What would you remember?
2. Describe your feelings at that time.
3. Who do you miss very badly, your friends or teachers?
4. Share your thoughts with the class.

Writing

G. On seeing these pictures, you would have gone down your memory lane. Write a paragraph in about 50 words describing your favourite sport when you were young.



H. Based on the story and your own ideas write your answers in about 80 to 100 words each.

1. Imagine yourself as the writer. Narrate the story of your visit to your ancestral house.
2. The man who came to the house gave the cross as a gift to the girl. Why did he do this? What do you think would have happened if he had taken back the cross with him?

I. Write a letter to your friend describing your ancestral house.

Grammar

Degrees of Comparison

Comparison can be made using the three forms of an adjective.

Adjective is a word that describes or qualifies a noun. It gives more information about a noun.

(e.g.) The tiger is a strong animal.

There are three degrees of comparison

(1) Positive (e.g.) Kumar is a kind man.

(2) Comparative (e.g.) Tsunami is more destructive than Cyclone.

(3) Superlative (e.g.) Mount Everest is the highest peak in the world.

Read the following examples.

Positive	Comparative	Superlative
No other girl in the class is as tall as Ramya.	Ramya is taller than any other girl in the class.	Ramya is the tallest girl in the class.
Very few girls in the class are as tall as Ramya.	Ramya is taller than most other girls in the class.	Ramya is one of the tallest girls in the class.

The Positive Degree is used to express or describe a quality.

The Positive Degree of an adjective states the characteristic of the noun.

(e.g.) It is a tall building.

(e.g.) Mango is sweet to taste.

The Comparative Degree is used when two things (or two sets of things) are compared.

(e.g.) This building is taller than any other building.

(e.g.) Mango is sweeter than pineapple.

The **Superlative Degree** is used when more than two things are compared.

(e.g.) This is the tallest building.

(e.g.) Mango is the sweetest fruit.

Examples

Prabhu is young. (Positive Degree)

Prabhu is younger than Amirtha. (Comparative Degree)

Prabhu is the youngest of all. (Superlative Degree)

A. Work with a partner and fill in the table with information about your locality. You may add more information, if necessary. When you finish filling the table, write a short paragraph comparing the two places.

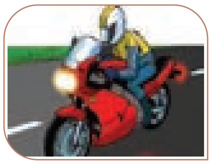
Locality	Your Place	Your Partner's Place
proximity to the railway station		
proximity to the airport		
number of shopping centres		
number of temples		
important heritage centres		
sea, lakes, rivers or ponds		
traffic		

B. Give your opinion and compare the items in each picture using -er, more, less, or an irregular form. Use the words. You may form your sentences in more than one way.

1.  

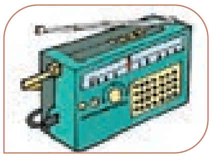
healthy, wholesome, calorific

(a)____
(b)____
(c)____

2.  

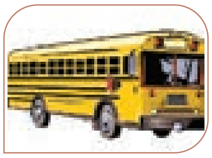
eco-friendly, economical, safer

(a)____
(b)____
(c)____

3.  

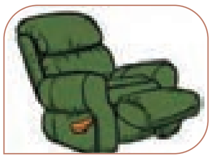
educational, interesting, trendy

(a)____
(b)____
(c)____

4.  

safe, comfortable, quick

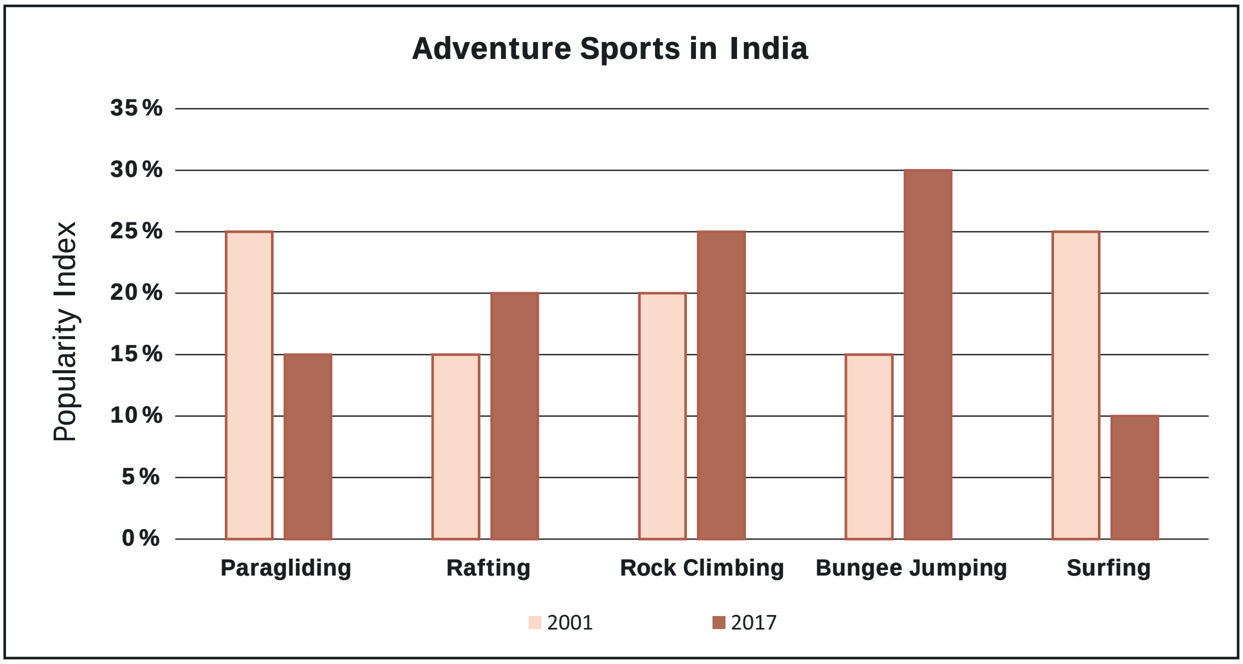
(a)____
(b)____
(c)____

5.  

cozy, costly, sturdy

(a)____
(b)____
(c)____

C. Look at the bar-graph. Write five sentences using the appropriate degrees of comparison.



D. *Listen to the conversation between Leena and her mother and list down a few new words. Using a dictionary find out the meaning for those words.

New Word	Meaning
Versatile	able to adapt to different activities

E. Just a Minute

The class will be divided into groups of five. Each one of you will get a topic to speak on, which will be related to the theme of the unit. A preparation time of one minute will be given. Then, you have to speak for one minute continuously. The teacher will ring the bell to signal the end of a minute. Next person in the team will take over.

The challenges of the one minute speech are to speak without

- hesitation, stuttering and stammering.
- pauses, gesticulations and repetitions.
- deviating from the topic.

*Listening text is on Page No. 203

Unit 2 Poem

A Poison Tree

William Blake

Warm Up

A. Choose the option that suits your own behavior in the given situations. Compare your answers with your partner's answers.

1. You overhear a friend talking badly about you. How angry does that make you feel?

- ☐ I don't feel angry at all.
- ☐ I feel moderately angry.
- ☐ I feel slightly annoyed.
- ☐ I feel very angry.
- ☐ I feel a little angry.
- ☐ I feel furious.

2. Your friend persuades you to take help to prepare for the Maths board examination, from a close friend. That person does not turn up at all, as agreed. How angry does that make you feel?

- ☐ I don't feel angry at all.
- ☐ I feel moderately angry.
- ☐ I feel slightly annoyed.
- ☐ I feel very angry.
- ☐ I feel a little angry.
- ☐ I feel furious.

3. You have agreed to pick up some friends at the train station. They are coming to stay with you for a few days. You've arranged with your elder brother/ sister to drive the car for the day. You are about to leave the house when you realise the car is outside but your brother/ sister has gone to work, taking the keys!. How angry does that make you feel?

- ☐ I don't feel angry at all.
- ☐ I feel moderately angry.
- ☐ I feel slightly annoyed.
- ☐ I feel very angry.
- ☐ I feel a little angry.
- ☐ I feel furious.

4. During a get together, your friend makes fun of your singing in front of your friends. You thought your singing was fine, but your friend thinks you really need to practise much more. How angry does that make you feel?

- ☐ I don't feel angry at all.
- ☐ I feel moderately angry.
- ☐ I feel slightly annoyed.
- ☐ I feel very angry.
- ☐ I feel a little angry.
- ☐ I feel furious.

B. Answer the following questions. Share your views with the class

- Do you argue often with your classmates ?
- Do you forgive them or choose to remain enemies forever?
- How long does your anger last?

Read the poem with your partner and then answer the questions that follow.

A Poison Tree

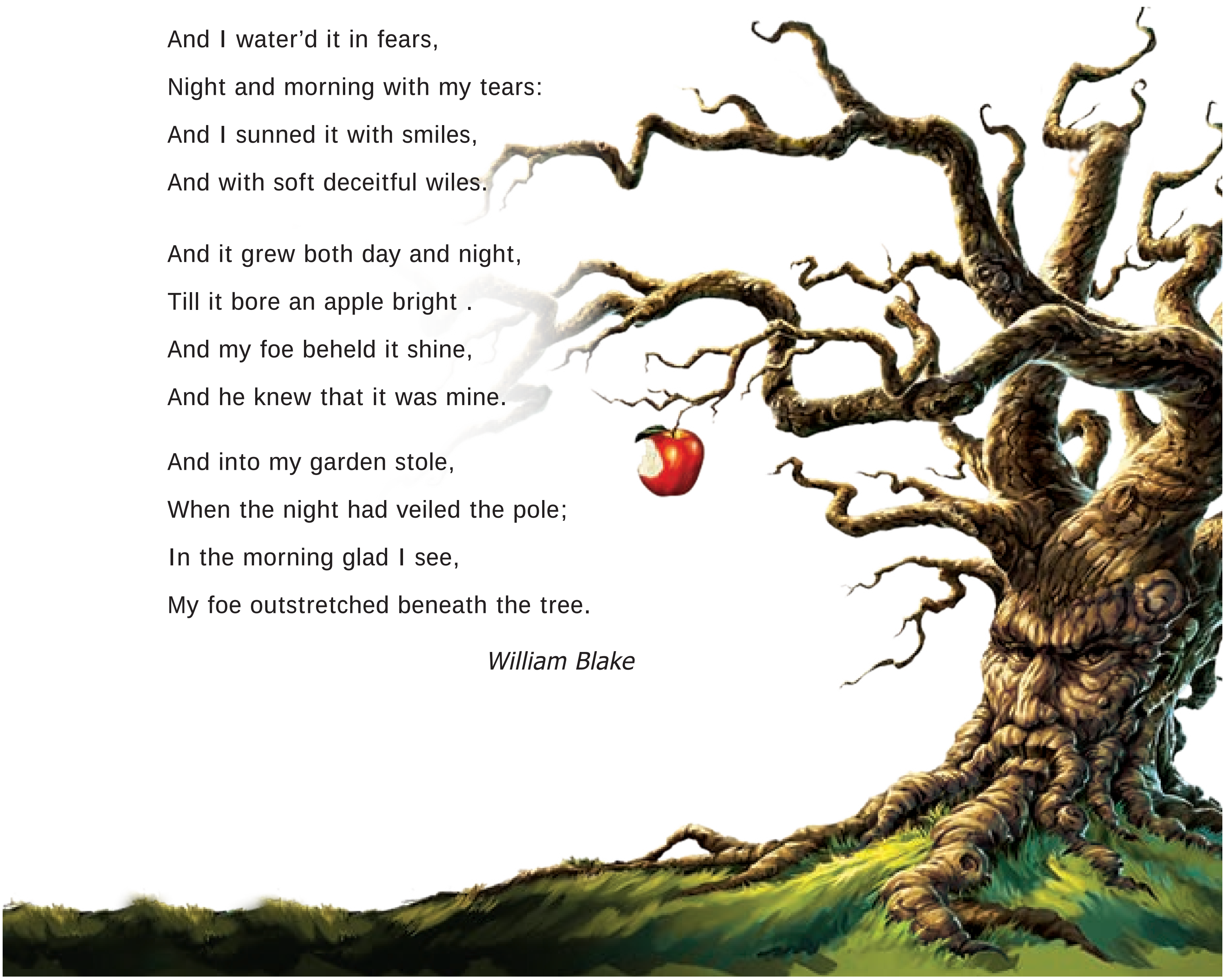
I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I water'd it in fears,
Night and morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright .
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole,
When the night had veiled the pole;
In the morning glad I see,
My foe outstretched beneath the tree.

William Blake



About the author

William Blake (1757 – 1827) was an English Poet, painter and print maker. Blake is now considered a seminal figure in the history of English poetry.He was born in London. He was a boldly imaginative rebel in both his thought and his art. Some of his famous poems are "The Lamb" and "The Tiger".



Glossary

GZMIB

wrath (n.) - anger

foe (n.) - enemy

deceitful (adj.) - cunning, treacherous

wiles (n.) - tricks

veiled (v.) - covered

A. Answer the following questions in a sentence or two.

1. *I was angry with my friend*
   I told my wrath, my wrath did end.
   a) Whom does 'I' refer to?
   b) How did the anger of the poet come to an end?

2. *And I watered it in fears*
   Night and morning with my tears;
   a) What does 'it' refer to?
   b) How is 'it' watered?

3. *In the morning glad I see*
   My foe outstretched beneath the tree
   a) How did the poet feel in the morning?
   b) Who is the 'foe' referred to here?
   c) Why was the 'foe' found lying outstretched beneath the tree?

4. *And it grew both day and night,*
   Till it bore an apple bright.
   a) What does 'it' refer to?
   b) What does 'apple' signify?
   c) What grew both day and night?

B. Complete the summary by filling in the given spaces with suitable words.

JWFUS

Once the poet was angry with his friend. He expressed his (i) ____________ and it ended. They became friends. But when he grew angry with his foe, he (ii) ___________ it and allowed his anger to grow. Day and night he watered it with his tears and allowed it to grow. He (iii) _________ his foe with false smiles and cunning tricks. The tree kept growing and yielded a bright apple which (iv) __________ his foe to eat it stealthily during the night. The next morning the poet was happy to see his foe lying (v) _________ under the tree.

C. Answer the following questions in about 80-100 words.

1. How did the poet's anger with his friend end?
2. Describe how his anger kept growing.
3. Describe the effect of the poisonous fruit on the 'enemy'.

Poem appreciation

D. Figures of Speech

There is alliteration in the line : *And I sunned it with smiles.* The sound /**s**/ is repeated in the words 'sunned' and 'smiles'.	Pick out at least two instances of alliteration from the poem.

E. Read the following lines from the poem and answer the questions that follow.

1. *I was angry with my friend;*
I told my wrath, my wrath did end.
I was angry with my foe
I told it not, my wrath did grow.
   i. Pick out the rhyming words.
   ii. What is the rhyme scheme of the stanza?
   iii. Identify the figure of speech in the title of the poem.

2. *And I water'd it in fears*
Night and morning with my tears;
   i. What figure of speech is used in 'watered it in fears'?

*Listening

F. Listen to the passage on 'anger management' and match the sentence parts by drawing a line. The recording can be played more than once if needed.

1	Meditation is definitely a great technique	a) who will take care of the reason why you got angry ?
2	There is a person living inside you	b) to know how to handle it is a virtue.
3	Getting angry is natural but	c) to calm your inner self.
4	Anger is something that releases the tension	d) speak to your self and calm yourself.
5	Close your eyes and	e_ who always tells you how to act.

G. Answer the following in about 80-100 words. Take ideas from the poem and also use your own ideas.

1. Recall a recent situation when you became angry. What were the consequences of your anger? After listening to the guidelines on anger management, find out how well you could have handled the situation. Write your findings.

2. What might have caused the conflict which led to the poet becoming angry with his enemy? Think of one such situation that you have experienced. Describe how you felt and how the enmity grew and things became worse.

*Listening text is on Page No. 204

H. Discuss and Write.

1. Identify five to six qualities which make an ordinary person, loved and respected by all. Work in groups of five or six. Each group has to take up one quality and discuss the methods for imbibing that quality and identify the challenges that need to be faced.

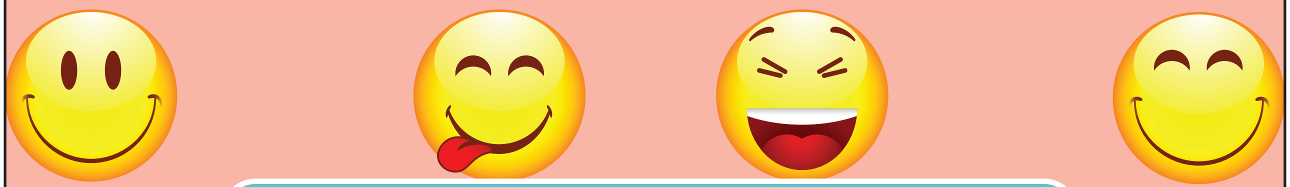
2. Adolescents are often distracted by feelings like anger, disappointment and general helplessness when they face challenges at school or at home. Suggest way to turn such feelings into positive ones.

DO YOU KNOW?

Different types of laughter

✦ Smirk.	✦ Laugh	✦ Smile.	✦ Cackle
✦ Grin.	✦ Guffaw.	✦ Snicker.	✦ Howl.
✦ Giggle.	✦ Shriek.	✦ Chuckle.	✦ Convulse.
✦ Chortle.	✦ Die laughing.		

Read and Enjoy



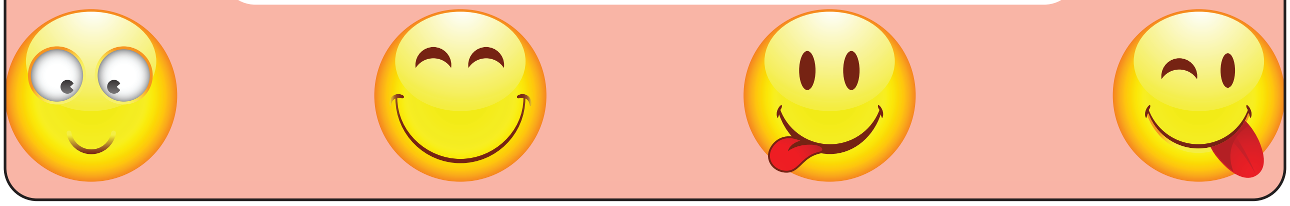
The Power of a Smile

The power of a sun can kill
And the power of foe can burn
The power of wind can chill
And the power of mind can learn
The power of anger can rage
Inside until it tears you apart
But the power of a smile
Especially yours can heal a frozen heart

– *Tupac Shakur*







Unit 2 Supplementary

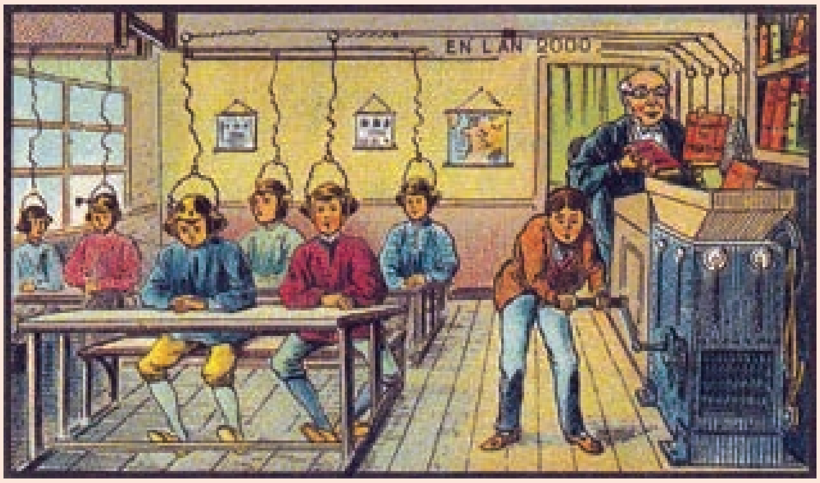
The Fun They Had

Isaac Asimov

Warm Up

Here is an imaginary high school class depicted in a French post card (1901-1910).

- After looking at the post card, what do you think have come true in the present century?
- Now, share your views about the changes that you and your classmates expect in your school and classroom in about 20-50 years.



Read the story to find out how a student like Margie studies in the year 2157.

Margie even wrote about it that night in her diary. On the page headed 17 May 2157, she wrote, "Today Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to-on a screen, you know. And then when turned back to the page before, it had the same words on it that it had when they read it the first time.

"Gee!," said Tommy, "What a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away."

"Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen.

She said, "Where did you find it?"

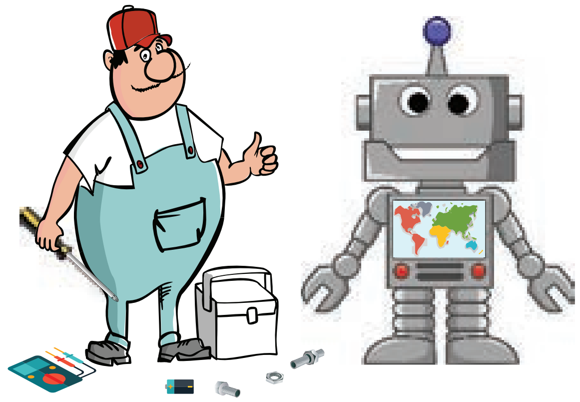
"In my house". He pointed without looking, because he was busy reading. "In the attic."

"What's it about?"

"School."

Margie was scornful. "School ? What's there to write about school? I hate school."

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the county inspector.



He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew how all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old, and the mechanical teacher calculated the marks in no time.

The inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones. I think the geography sector was geared a little too quickly. Those things happen sometimes. I've slowed it up to an average ten year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again.

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily pronouncing the word carefully, "Centuries ago."

Margie was hurt. "Well I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure they had a teacher, but it was not a regular teacher. It was a human."

"A human? How could a human be a teacher?"

"Well, she told boys and girls things and

gave them homework and asked them questions."

"A human isn't smart enough."

"Sure one is."

Margie wasn't prepared to dispute that. She said, "I wouldn't want a stranger in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

"Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."

"I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools.

They weren't even half finished when Margie's mother called, "Margie! School!"

Margie looked up. "Not yet, Mamma."

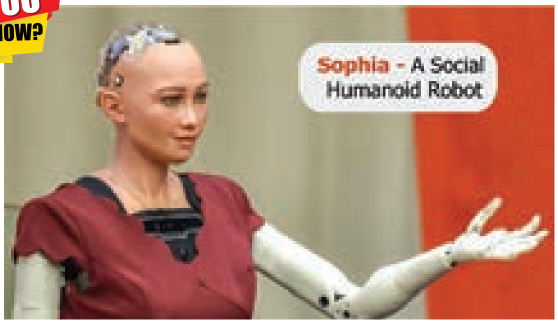
"Now!" said Mrs. Jones. "And it's probably time for Tommy, too."

Margie said to Tommy, "Can I read the book some more with you after school?"

"Maybe," he said nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm.

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

DO YOU KNOW?



In October 2017, the robot became a Saudi Arabian citizen, the first robot to receive citizenship of any country. In November 2017, Sophia was named the United Nations Development Programme's first ever Innovation Champion, and the first non-human to be given any United Nations title.

The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could

help one another with the home work and talk about it.

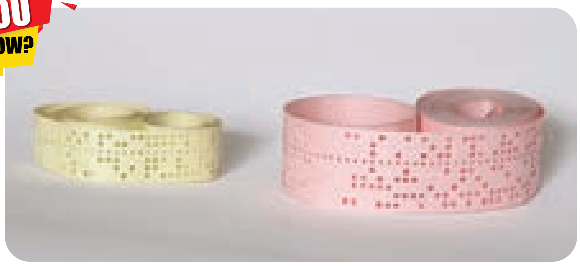


And the teachers were people...

The mechanical teacher was flashing on the screen: “When we add fractions ½ and ¼...

Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

DO YOU KNOW?



Punched tape or perforated paper tape is a form of data storage consisting of a long strip of paper in which holes are punched to store data.

About the author



Isaac Asimov, born on January 2nd, 1920 was an American writer and professor of Biochemistry at Boston University. He was known for his work of science fiction and 'popular science'. Asimov was a prolific writer and edited more than 500 books, an estimated 90,000 letters and postcards. Asimov wrote 'Hard Science Fiction' along with Robert A. Heinlein and Arthur C. Clarke. He was considered one of the best science fiction writers during his lifetime.

Glossary

K64PL

crinkly (adj.) : with many folds or lines

awfully (adv.) : very extremely

attic (n.) : a space just below the roof used as a store room

scornful (adj.) : feeling or expressing contempt

loftily (adv.) : something done in a proud or haughty manner

century (n.) : a period of one hundred years

nonchalantly (adv.) : in a casually calm and relaxed manner

A. Identify the character or speaker of the following lines.

1. She was given test after test in geography.
2. He was a round little man with a red face and a whole box of tools with dials and wires.
3. She had been hoping they would take the teacher away altogether.
4. They learned the same things, so they could help one another with the home work and talk about it.
5. They had a special building and all the kids went there.

B. Fill in the blanks with the clues given below to complete the paragraph.

millions of books	real book
yellow and crinkly	same thing
learning and spending	person
geography	schools
test papers	words
attic	house
school time	

Tommy and Margie found something about the (i)_____ of the past. Tommy found a (ii)_____ which has been printed on paper. The book was old and the pages were (iii) ______ At present, the (iv) ______ were moving on a television screen. The television had over (v) ______. He had found the old book in the (vi) ______ of his house. While reading Tommy found that it was about the old schools. Margie hated school because she was having problems with learning (vii) ______. The mechanical teacher was black and large with a screen. Margie hated the slot where she had to insert her homework or (viii) ______. Margie did not understand how a (ix) ______ could be a teacher and how the students were taught the (x) ______.Then it was (xi) _________ for Margie and Tommy. Margie went to the schoolroom in her (xii) ______, where the mechanical teacher stood. She was thinking about the old school and how much fun the children had, (xiii) ______ time together.

C. Bring out the difference between your school and Margie's school in the given tabular column. An example is done for you.

Margie's school	Your school
Teacher is a machine.	Teacher is a human being.
	Books are in printed form.
School is at home.	
There is no playground.	

D. Complete the following statements based on your reading.

1. The old book was found by ___________________________________
2. Margie was surprised to see the old book because __________________________
3. The mechanical teacher was giving Margie_________________________________
4. Margie had to study always at the same time every day, because her mother said little girls ____
5. The geography sector in mechanical teacher was ___________________________

Think and Write

E. On the basis of your reading and using your own ideas, answer the following in about 125-150 words each.

1. Describe Margie's mechanical teacher and her classroom in your own words.
2. Why did Margie hate her school? What was she thinking about at the end of the story?
3. What was strange about the 'book'? Why did Margie find it strange?

ICT CORNER

Language Games

The website "Games to Learn English" is a repository of various language games and activities. The specific link provided here is the home page of the website and the students can access various language related 'Flash Games' in it.

Demo Steps

1. Type the URL link given below in the browser or scan the QR code.
2. Find the options like Games, Flash, Downloads on the homepage.
3. Click the "Games" option to find the tiles for language games on various topics like 'Hang Man', 'Prepositions', 'Spelling Bee' etc.
4. Click any one of the tiles to play the language game and proceed to different levels of the game.
5. You can play the Flash games on different topics and also can download the games offline to play on your personal computer.



Download Link

Type the following link in your browser or click or scan the QR code to download the application and install it.

DVA4M

https://www.gamestolearnenglish.com

Unit 3 Drama

Old Man River

Dorothy Deming

Warm Up

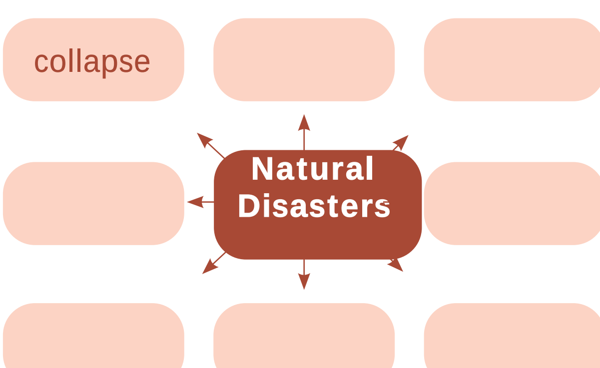
Look at these pictures of cyclone, floods, earthquake and tsunami.



A. Discuss in pairs for two minutes on any one of these natural disasters. You may use the following points.

- Causes
- Damages
- Precautions

B. Fill the word web with words related to natural disasters. One example is done for you.



C. Imagine a situation where your house is surrounded by water and answer the following.

i. What health hazards are caused when water stagnates around your place?

ii. When there is a power shutdown for long hours during floods, what will you do?

iii. What precautions would you take if there is an announcement about flooding in your area?

D. List out the human activities which have an impact on nature. Complete the tabular column. One is done for you.

Human Activities	Impact on Nature
1.Dumping of toxic waste into oceans	Affects marine life
2.Using of aerosol and air conditioner	
3.Encroaching in forest area	
4.Disposal of non-biodegradable wastes	
5.Emission of smoke from industries and vehicles	

Divide the class into two groups. Allot the roles for reading aloud. Start reading Scene - 1, followed by Scene - 2. To enact, follow the stage directions given in brackets.

Characters

Amy Marshall	- 17 years old
Betty Marshall	- her younger sister
Rose Field	- 16 years old, the Marshall's neighbour
Sara Field	- 9 years old, Rose's sister
Jim Hall	- 17 years old, another neighbour
Mr. Peters	- member of the Red Cross Disaster Committee
Penny Marsh	- Red Cross nurse

Time : *Late afternoon in March*

Setting: *Living room of the Marshall home*

Scene - 1

At Rise

Amy, Betty and Rose are sitting around the living room table. Amy and Rose are knitting. *Betty is looking at pictures in a magazine. The stage is not very bright.*

Rose :

Goodness, it gets dark early on these rainy days. Mind if I raise the shade a bit, Amy?

Amy :

No, do, but I guess we need the light on, too. *(She goes over and puts on the electric light.)*

Rose :

(Going to the window) How it rains! In sheets, and look! Your backyard is a small lake.

Amy :

*(*Joining Rose at the window*)* Gracious! I've never seen it rain so hard and this is the third day of it.

Betty :

(Puts down magazine and runs to the window) Whee..ee! It's more than a lake, it's a sea! The radio said the river was above flood stage this morning– whatever that means.

Amy :

It means that the water is above that white line on the bank at Thompson Bridge. It must have covered the south meadows and the highway there.

Rose :

It isn't only the rain. It's the snow melting in the hills in the northern part of the state. *(The girls return to the table.)* Oh, I hope we don't have a flood here! *(There is a noise of* stamping *feet and someone breathing hard. The girls all look to the right, the direction of the sounds.)*

Jim Hall :

(Entering from right in shining wet rain coat and rain helmet, which he drags off as he enters. He is panting.) Gosh, girls, it's a cloudburst! *(He kicks off his shoes.)* I've run every step of the way from school to get here. The river is rising fast. The Burnett Dam gave way an hour ago they say and it looks bad! Where is your mother, Amy?

Amy :

She took Dick to the dentist and was going to stop at Mrs. Brant's for a recipe on her way home. She ought to be here soon.

Jim : And your father?

Amy :

In Chicago on business, but why all the questions, Jim?

Jim :

Well, you see... *(He is interrupted by the ring of the telephone. Amy exits left to answer it. Her voice can be heard clearly.)*

Amy :

Hello. Yes, Mother – I know. Isn't it awful? How will you get home? Yes, mother, I'm listening carefully. *(Amy's voice grows very serious)* Yes – yes – yes, I will. No, mother, no, I won't. Jim Hall is here and Rose Field too. Yes, all right, I'll tell them. Goodbye. *(Amy returns to the room. She is looking very scared.)* Mother can't get home from Mrs. Brant's. The bridges between here and town are under water. Rose, mother says you are to telephone your mother right away and tell her you will spend the night here.

Rose :

I will. That will be fun! *(Hurries from the room)*

Amy :

Betty, you and I are to fill all the bowls, tubs, pails and pitchers with fresh water in case the town supply is cut off or made unsafe to drink. Mother says she hopes you will stay and help us, Jim.

Jim :

That's just why I came. Amy, I think I'll look up a lantern and...

Betty :

(Interrupting) I've got a flashlight. I'll get it and some candles.

Rose :

(From outside, still at the telephone, with irritation) Central! Central! I'm trying to get Main 3022—I can't – *(There is a pause and Rose comes to the door, her face frightened.)* The telephone is dead! I can't get Central. There isn't even a buzzing on the line!

DO YOU KNOW?



The Red Cross Society is an international humanitarian service organisation. It is the biggest, independent non-religious, non-political, non-sectarian and voluntary relief organisation treating people equally all over the world without any discrimination as to their nationality race and religious beliefs.



It was established in 1863 in Geneva, Switzerland by Jean Henry Dunant, the Father of Red Cross movement and recipient of noble award for peace in 1901.

Jim :

Means the lines are down between here and town! Well, girls, let's get organized! Betty, look up your flashlight and candles,

lamps, lanterns or anything you've got. Rose, fill the tubs and pails and Amy and I will check on food, blankets and coats. Better get out the first-aid kit. Everyone make it snappy! *(Rose and Betty exit left. Jim turns to Amy.)* This is serious, Amy. I don't want to scare you, but your house is in the direct line of the river. If the dam has given 'way – *(He goes to the window.)* Well, if it has, you can see for yourself that it means we can't get out by the main road and we are already cut off from the south side. Look! *(He points out of the window. Amy joins him. She gasps.)*

Amy :
Jim! The water is up around the garage! I thought it was just a pool in the garden, but it's — it's...

Jim :
(Soberly) The river. Yes, Ay, that's old man river himself creeping up to your door. *(Jim and Amy watch it a moment. Amy shudders.)*

Amy : Oh, Jim, I'm scared!

Jim :
(Placing a hand on her shoulder) Steady, old pal! We've been through bad things before and come out safely. Remember the school fire? First thing, we must not let the others see how scared we are. Next, get all the things you can together here: water, food, blankets, coats, lights. I'm glad I served on the Junior Red Cross emergency squad during the war! It's too bad you live in a bungalow instead of a two-storey house, but we can always climb into the attic and onto the roof.

Amy :
(Still staring out the window) How fast is the river raising, do you think, Jim?

Jim :
I don't know and it might stop before it reaches us. If only the rain would let up! We will signal for help from the roof. They will send a boat or something.

Rose :
(Entering left) I've got enough fresh water to last us a week! Who will send a boat for us, Jim, and from where? *(She goes to the window, screams)* Horrors! Look at the river!

Amy :
Hush, Rose. Don't tell the others. Jim says we will be all right. Let's see what food we have on hand.

Betty :
(Entering left) Here are the lights. Did you say food? Hark, what's that? *(All four stand perfectly still, listening. From far off a child's voice is heard.)*

Sara : Ro-ose! It's me! Sara!

DO YOU KNOW?



If you experience an emergency of any kind, accidents or natural disasters anywhere in India, the number you should call is 108.

Rose : Sara! Where is she? *(All run to the window.)*

Amy : There she is! On the playhouse porch. How did she get there?

Rose :
Followed me here, probably, she loves that playhouse, the little monkey!

Jim :
(Goes out calling) Stay where you are. Sara, I'll get you.

Amy :
It's lucky the playhouse is on high ground.

Rose :
(Still at the window) But it isn't. Look it's nearly afloat! *(The girls gather at the window.)* There goes Jim. Look, the water is above his knees.

Amy :
He will need dry clothes. See if you can find some of Dad's things for Jim, Betty. Sara can have Dick's.

Rose :
There! He's got her!

Amy :
I'll make some hot cocoa for everyone. *(There is a thumping and voices at the right and Jim enters carrying Sara pickaback. Sara is beaming.)*

Sara :
Hello, everybody! That was fun! Ride some more, please Jim!

Jim :
No, young lady, that's enough. You're heavy. She is dry as a bone, Rose. I'm not!

Amy : You can have some of Dad's things. I'm going to get us some supper *(As she says this, the lights go out. They all gasp and Betty screams.)*

Jim :
(Trying to sound casual) Power house must be out of commission. Light your candles, Betty. *(Betty switches on the flashlight and lights three candles.)*

Amy :
I'm glad we have an oil stove for cooking.

Rose :
(Taking a candle) Forward march to the kitchen! (*Betty takes a candle and follows, with Sara trailing, all exit right, humming 'Tramp, tramp, tramp the boys are marching')*

Jim :
(In a low voice to Amy) The river was up another foot, Amy. Another hour and that playhouse would have been floating out in the current. At this rate the floor here will be under water by morning.

Amy :
What will we do then, Jim? Neither Sara nor Betty is a strong swimmer.

Jim :
I'm going to climb out on the roof and start waving the flashlight. Someone will see it and come for us.

Amy :
But who? No one is on the main road and there are no houses within sight of us.



That will be just a pinpoint of light. Aren't you scared?

Jim :
You bet! Are you?

Amy :
Terrified. But I'm glad you're here.

Jim :
We'll see it through. If we just keep our heads.

- Curtain -

Discuss with your partner and answer the following questions

1. What were the girls doing in the living room?
2. Why was mother not able to come home?
3. How did Jim want the girls to 'get organised'?
4. Which two important things did Jim want the girls to do to avoid getting scared?
5. Where did Jim want the girls to climb up? How was it going to help them?
6. Who went to get Sara? Where was she?

Scene - 2

Time : *An hour later.*
Setting : *The same.*

At Rise
Same group is in the living room with the exception of Jim. Sara is asleep, covered with a blanket, in a big chair. Amy, Rose and Betty have three candles on the table. Betty is trying to read.

Betty :
(Putting down her book with a thud) I can't read by this light. How do you suppose our grandmothers ever did?

Rose :
I don't believe they tried to read. I guess they went to bed when it grew dark.

Amy :
Maybe we ought to go to bed. It's nearly eleven, but I couldn't sleep a wink.

Betty :
Nor I.

Rose :
Nor I. Listen, what's that noise? *(All three listen. Rose, running to the window and peering out)* I can't see a thing. It's pitch dark. It sounded like something bumping against the house.

Betty :
(Nervously) Oh, come back! Let's stick here together.

Jim :
(Entering left, in rain coat, carrying flashlight) Battery's dead. I waved it

almost a hundred times, though. Maybe somebody saw it.

Betty:
(Scornfully) Maybe.

Jim:
It has stopped raining anyway and let us start moving everything to the attic. Bring the food and water first, then the blankets. I'll do the carrying up the ladder to the roof.

Betty:
My new spring coat! I'm going to save that! *(She rushes out left, taking a candle with her)*

Rose:
(Going over to her sister, shaking her gently) Sara! Sara, wake up, dear. We are going to sleep in the attic.

Sara :
Oh, where am I?

Rose :
Come on! *(She helps Sara to her feet and quickly wraps a blanket around her)* To the attic! *(Exits left leading Sara, and taking one of the candles with her.)*

Amy :
Ought to get father's most valuable books and mother's jewel case and –

Jim :
Amy, we will need water and food more than books and jewels. You don't seem to realize – *(He is interrupted by a cry from outside, right)*

Mr. Peters :
Hello there! Hello in the house! Mr. Marshall! Mr. Marshall!

Amy :
They have come for us! Here we are! *(She runs to the window.)*

Jim :
(picking up the third candle from the table, running to the window and waving it back and forth) Here we are! In here!

Betty :
(entering on the run from the left, carrying her dress box) Are we rescued? Who is there?

Mr. Peters :
(still outside) Mr. Marshall, are you all right? This is Tom Peters and Miss Marsh, the red cross nurse. We're here in a boat.

Jim :
Row around to the back porch. You can get in there. *(There is a bumping of the boat against wood. Voices)* 'Steady now-there-I've got hold of the rail. Tie here up'. *(Jim and Amy exit right towards the voices. More voices greeting, and then Mr. Peters enters the living room with a lighted lantern, followed by Miss Marsh, Amy and Jim.)*

Betty :
We're rescued, we're rescued! Come, Sara!

Mr. Peters :
Why, are you children all alone?

Amy :

Yes, we — *(There is a terrific crash, followed by a wail of pain and a scream.)*

Rose :

(Offstage left) Oh, Sara! She's fallen off the step ladder! Come quick, somebody! I've dropped my candle and it's gone out! (*Mr. Peters, Miss Marsh, who is carrying a small black bag, and Amy rush off stage, left.)*

Betty :

Oh, I hope she hasn't broken her neck!

Jim :

Get the first-aid box. It's in that pile of coats. I'll fix a place for her to lie down. (*He arranges chairs so Sara can lie down.)*

Mr. Peters :

(*enters left carrying Sara)* Steady now, you are all right. More frightened than hurt, I think. (*He places Sara on the chairs.)*

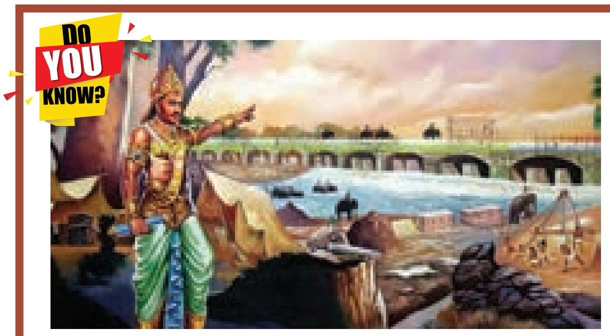
Amy :

(*Placing the lantern near Sara)* I'm glad Miss Marsh is here! (*Miss Marsh is examining Sara. Sara is sobbing softly, saying every so often* 'It hurts.' *Rose kneels beside Sara's chair; holding her hand, Jim stands in the background with Betty.)*

Sara : It's my leg that hurts**!**

Miss Marsh :

Yes, you have hurt it badly, Sara, but we can fix it up and we will all get into the boat and take you home. You are going to be alright. (*She motions to Mr. Peters, Jim and Amy to move to one side of the stage. Rose stays with Sara.)* She has broken her right leg just below the knee. We can splint it up with pillows and umbrella and lift her safely into the boat. I think we ought to take her to the emergency Red Cross hospital in the Armoury.



The fourth oldest dam in the world was built by King Karikala Chola across the river Kaveri in the 2nd Century CE. It is called the Kallanai Dam or the Grand Anaicut.

Mr. Peters :

We can take Rose and Betty along too, but Jim, you and Amy will have to stay until we can get back for you or send some other boat. *(Miss Marsh returns to surround Sara's right leg with pillows, using an umbrella and cane along the outside to keep the leg stiff.)*



Jim :

That's all right, we will be perfectly safe up on the roof.

Mr. Peters :

We can leave you an extra lantern and a jar of coffee, need anything else?

Amy :

Only some of your calmness! We will be all right, thanks.

Mr. Peters :

Don't thank me, thank the Red Cross. *(He goes over to Sara and helps lift her into a blanket rolled to form a stretcher. Miss Marsh picks up her bag. Jim and Mr.Peters lift and carry Sara toward the right.)* We can swing her down into the boat very easily. It won't hurt a mite, Sara.Get your things, Rose and Betty, you are going with us. (*Rose and Betty grab their coats. Betty takes her dress box.)*



Sara :

(drowsily) Miss Marsh gave me something to stop the hurt. It has almost gone!

Amy :

(at the door, dropping a kiss on Sara's forehead as they carry her out) That's fine dear! Have a nice boat ride! *(She waves as the stretcher goes out, followed by Rose and Betty.)* Try to get word to Mother that we are all right, Betty, and to Jim's family, too!

Betty :

I'll try. I hope you'll be rescued soon. Bye.

Rose : Good-bye Amy, good luck!

Amy :

Good-bye. *(There is more thumping, only less loud than before, and voices giving directions. Amy fusses with the lantern, trying to get it lighted.)*

Mr. Peters :

(off stage) You will be all right, Jim?

Jim:

(still offstage) Yes don't worry about us. Goodbye. *(Voices in distance, the sound of oars. Jim enters right, wiping his forehead. Amy gets the lantern lighted and blows out candles.)* Water's dropping! *(He pours two cups of coffee from Mr. Peters' jar. Hands one to Amy. Raises his cup as though in a toast.)* Here's to the coffee, lantern and rescue! I'm glad we have a wide–awake, well-equipped Disaster Committee in this town!

Amy :

And a Red Cross nurse for emergencies! Thank God for the rescue! *(Both lift the coffee cups and drink, still standing.)*

- Curtain -

Discuss with your partner and answer the following questions.

1. What were the important objects that the girls and Jim try to move to the attic? Why?
2. Who came to rescue the children?
3. What happened to Sara?
4. Who is Miss Marsh? How does she help Sara?
5. Who were taken in the boat? Who were left behind?
6. How does Red Cross help the children?

Glossary

stamping (v) :
bringing down (one's foot) heavily on the ground

cloudburst (n) :
a sudden violent rainstorm

pitcher (n) : a large jug

lantern (n) :
a lamp with a transparent case protecting the flame or electric bulb, and typically with a handle by which it may be carried or hung

gasp (v) :
catch one's breath with an open mouth, owing to pain or astonishment

shudder (v) :
shiver typically as a result of fear or revulsion

hark (v) : listen, pay attention

thumping (v) :
hitting or striking heavily, especially with fist or a blunt instrument

pickaback (n) :
a piggyback ride, on the back and shoulders of another person

wink (v) :
close and open one eye quickly, shine or flash intermittently

splint (n) :
a long flat object used as a support for a broken bone so that the bone stays in a particular position while it heals

A. Based on your understanding of the play , choose the correct answer and fill in the blanks.

1. The radio announced that_________________________
   a. the river was above the flood stage.
   b. the Burnet Dam had given way.
   c. there will be a cloud burst.
   d. there will be a cyclone.
2. Mother couldn't get home from Mrs. Brant's because____________
   a. it was raining heavily.
   b. the bridges between home and the town were under water.
   c. there was an emergency at Mrs. Brant's house.
   d. she had broken her leg.
3. The Burnett Dam gave away as___________
   a. it rained for days.
   b. the dam was weak.
   c. it rained heavily and the snow was melting.
   d. the maintenance was poor.

4. There was no power because_______
   a. the power house was out of commission.
   b. the power house was flooded.
   c. the dam gave away.
   d. there was fire.

5. Why did they splint up Sara's leg with pillows?
   a. She was unconscious out of fear.
   b. She had broken her leg below the knee.
   c. She was too lazy to walk.
   d. She was making a fuss.

B. Based on your reading, answer the following in two or three sentences each.

1. Why did Jim run from school?
2. Where was Amy's mother?
3. Why did Amy ask Betty to fill in the water tubs?
4. According to Jim, what are the two things that a person should remember in times of emergency?
5. Why is Jim climbing on the roof?
6. Who were there in the living room? What were they doing?
7. Why were they going to sleep in the attic?
8. Who came in the boat?
9. Who is the founder of the Junior Red Cross?

C. Match the following by drawing a line across column A and B.

1. Amy	to Chicago on business
2. Betty	dentist
3. Rose	flash light
4. Sara	nurse
5. Jim	blankets
6. Penny Marsh	Mrs. Brant's
7. Mr. Peters	fractured leg
8. Mother	tubs and pails
9. Dick	Junior Red Cross
10. Dad	rescues the children

D. Based on your understanding of the text, answer the following in about three to four sentences each.

1. Describe the 'home alone' experience of the children.
2. Elaborate the rescue operation undertaken by Mr. Peter.
3. How did Jim prove himself as a good rescuer in the flood situation?
4. Briefly narrate the happenings of the play in Scene II.
   a. How did Amy manage the situation at home?
   b. How did the Marshall save the children?

Think and answer

You are one of the survivors of an earthquake that has affected your city a lot. Share the trauma you underwent and what helped you to sail through it. Give a talk for two minutes.

E. Using a dictionary, find out the synonyms and the antonyms of the words given below. One has been done for you.

Word	Parts of Speech	Synonym	Antonym
Hard	Adjective	____Difficult____	______Easy______
Flood	Noun	______________	______________
Interrupt	Verb	______________	______________
Scared	Adjective	______________	______________
Irritation	Noun	______________	______________
Organize	Verb	______________	______________
Serious	Adjective	______________	______________
Snappy	Adjective	______________	______________
Emergency	Noun	______________	______________
Rescue	verb	______________	______________

*Listening

F. Listen to the paragraph and fill in the blanks.

The ______________South Indian floods resulted from heavy rainfall generated by the annual north east monsoon in __________________ 2015. They affected the ____________ region of the South Indian states of __________________, and the Union Territory of ____________, with Tamil Nadu and the city of ____________________ particularly hard-hit. More than _________ people were killed and over 18 lakh people were_______________. With estimates of damages and losses ranging from nearly 200 billion rupees to over 1 trillion rupees, the ____________ were the costliest to have occurred in 2015, and were among the costliest natural disasters of the year. The flooding has been attributed to the 2014-16 _________________ .

*Listening text is on Page No. 205

Writing

G. As a local government official working in the flood affected area you are talking to an old lady who has lost her belongings. Write a dialogue between you and the old woman. Complete the conversation.

You : Good morning Madam.

Old lady : Good morning.

You : I am from the Fire and Rescue department. How can I help you?

Old lady : ______________________________

____

You : ______________________________

____

Old lady : ______________________________

____

You : ______________________________

____

Old lady : ______________________________

____

You : ______________________________

____

Old lady : ______________________________

____

You : ______________________________

____

Old lady : ______________________________

____

You : ______________________________

____

Creative Writing

H. Write a letter to your friend about your experiences during the recent 'Gaja' cyclone.

I. Make a poster of any natural disaster, giving details about the devastation caused.

J. You are a volunteer in your locality to serve people who are affected by floods. How will you caution them to move to a safer place taking only their bare necessities? Describe.

K. Given below are some qualities that the characters in the play displayed during the floods for survival. Identify and write the character with the qualities.

Sl. No.	Quality	Character
1.	anxiety	
2.	serious	
3.	fun	
4.	sober	
5.	excitement	
6.	scared	
7.	frightened	
8.	shudder	
9.	hopeful	
10.	horror	
11.	enjoyment	
12	terrified	
13.	levelheaded	
14.	scornful	
15.	hysterical	

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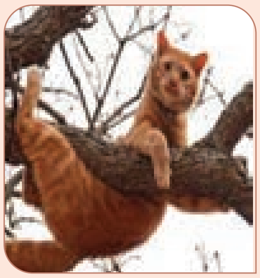
You can use a variety of reading strategies to help you understand the text better. Your teacher will now explain how to 'skim 'and 'scan' a text for information.

You can skim to find out what it is all about.

You can scan to look for important information.

CAT UP A TREE? CHIMP IN A CHIMNEY

Fire crews in the capital had to help 620 animals last year. The fire brigade says if an animal is stuck call the SPCA first.



Unusual rescues

Unusual rescues include a chimp in a chimney, a parrot trapped in a cage, an iguana stuck on a roof and a hamster trapped in a disabled lift. Fire crew also rescued a cat stuck in a tree branch and a snake at a restaurant.

Read the following passage about mountaineering.

Scaling Heights



1. Mountains have a great fascination for men and people. Mountain climbing, however, is not without risks. It is a challenge to the unconquerable spirit of man and his love of adventure. That it is a dangerous sport cannot be denied. As one climbs higher and higher, breathing becomes more and more difficult. Some climbers, therefore, carry a heavy apparatus from which they inhale oxygen.

2. Mountain climbing is dangerous in the extreme. There are snow storms and blizzards. It is difficult to walk through the snow. It is still more difficult to climb on ice because it is difficult to keep foothold and cut steps with axes in order to make progress. The cold is so severe that the climber's skin, feet, toes, fingers and tissues freeze, become numb and they may suffer frostbite. The most serious difficulty is the climber at a high altitude gets exhausted with a little effort.

3. Mountain climbing requires proper training, skill and knowledge. The climbers must be well-equipped. They must be in good physical condition and should possess courage, perseverance and power of endurance. They should carry with them maps, compasses and other equipment so that they are able to find out where they are in the absence of any tracks. They must travel through dense woods as they approach a mountain and then climb steep rocks. Near the summit of a high peak, the climbers

have to move over snow fields and glaciers. In dangerous areas they use ropes to tie themselves in groups.

4. The climbers carry with them packs loaded with first-aid supplies, food and extra clothing for sudden changes of weather. They display spirit of sportsmanship and fellow-feeling and face the severe risks of life undaunted. Mountain climbing is a common sport in Europe. There are mountaineering clubs where training in mountaineering is imparted.

5. There are high peaks in India and there have been successful expeditions to scale these highest peaks. After the conquest of the Everest by Tenzing and Hillary in 1953, the Mountaineering Institute at Darjeeling was established to develop interest in mountain-climbing among the Indians. Expeditions have been sent to climb the highest peaks in the country.

6. Mountain climbing is a thrilling adventure. It brings into play the heroic qualities of humankind. Mountaineers deserve all praise for their courage and heroism. In recent years Mt. Everest has been scaled several times by foreign climbers. India too has organised several expeditions to Everest. Lately an Indian Sherpa scaled the Everest without the use of oxygen. Mrs. Bachchendri Pal also succeeded in scaling the Everest. She is the first Indian woman to do it.

DO YOU KNOW?

A research team discovered in 1994 that Everest continues to grow approximately 4mm every year due to geological uplift.

L. Based on your reading, answer the following questions in a sentence or two.

1. Is mountaineering a dangerous sport? Why? *(para 1)*
2. What is frostbite? *(para 2)*
3. What are the qualities of a good climber? *(para 3)*
4. What do climbers carry with them? *(para 4)*
5. Where is the Mountaineering Institute situated in India? *(para 5)*
6. What qualities of humankind are brought out by this adventurous sport? *(para 6)*
7. Why do mountaineers deserve praise? *(para 6)*
8. What kind of visitors does Mt. Everest get? *(para 6)*

Poster Making

Posters are a mixture of notices, advertisements, and invitations. They may be in the form of large hoardings to be put up on walls, or the size of handbills and charts to be displayed on notice boards. Hence, they have to be captivating, attractive and persuasive so as to influence a large number of people.



M. The Adventure Club of your school is organising an expedition to Kolli hills. Design an attractive poster for the same, giving relevant details. (The following table will help you design your poster.)

Layout	Content	Expression
Visually Attractive Catchy Title Sketch on simple Visuals Fonts of different shapes and size	Themes/Subject Description/details related to the theme date-time-venue Name of Issuing Authority/ Organisation	Organising and Sequencing of Content Appropriate language Creativity

Grammar

Clauses

A clause is a group of words that contains both a subject and a predicate (or a verb). There are two types of clauses. They are independent clause and dependent clause.

Examples:

- Kalpana wants to buy a phone, but **she does not have enough money.**
  (Independent Clause) *(Independent Clause)*
- If you don't study well, **you won't pass the exam.**
  (Dependent Clause) *(Independent Clause)*
- **Kavin bought a car** which was too expensive**.**
  (Independent Clause) *(Dependent Clause)*
- **Sanjai is a talented player** though he is out of form**.**
  (Independent Clause) *(Dependent Clause)*

Independent Clauses also known as main clauses are complete sentences. They can stand alone and express a complete thought.

Examples:

I need a book.
Mary prefers coffee.
Ram is a good volleyball player.

Dependent Clauses also known as subordinate clauses contain a subject and a predicate, but they do not express a complete thought.

Examples:

When it is raining
Because you were late
After you go to school

There are three main types of Dependent clauses: Adjective, Adverb and Noun.

An Adjective Clause describes or gives more information about a noun—tells us which one, what kind, or how many. Example: The book that I left on the bus belongs to Mr. Baskar.
An Adverb Clause describes or gives more information about the verb—tells us when, where, how, to what extent, or under what condition something is happening. Example: She was happy because her father gave her a watch.
A Noun Clause takes the place of a noun in the sentence. Example: This is the best route that I know.

Phrases

A Phrase is a group of words that forms a meaningful unit, but it is not a complete sentence. In other words, it does not have a subject or a verb.

- the black hat
- blown away
- in the wind

Example:
The red umbrella was blown away in the wind.

There are several kinds of phrases in the English language. Some of the common ones are described below.

Noun phrases

A Noun Phrase is a group of words made up of a noun and its modifiers.

- the white car
- my English teacher
- the book shop

Example:
The pink house is for sale.

Verb Phrases

A Verb phrase is a group of words made up of a verb, helping verbs, and modifiers.

- ran quickly to catch
- filled with horror
- dedicated to

Example:
You have woken up everyone in the house.

Prepositional Phrases

A Prepositional Phrase is a group of words that begin with a preposition and help to explain the relationship between two things.

- on the boat
- over the tree
- in the school

Example:

The present inside the big box is mine.

A. Identify the dependent clauses or phrases in the following sentences and underline them.

1. Texting on his phone, the man swerved into a ditch.
2. It isn't necessary to cram all night if you have studied a little each day.
3. We climbed up the hill to enjoy the view.
4. I enjoy painting during my holidays.
5. Whether he attends the party or not, I have decided to go.
6. I will stop playing the drums when you go to sleep.

B. Complete the following sentences using appropriate prepositional phrases.

1. I would like to order coffee__________tea.
   a) instead of b) instead from c) instead to

2. ____________ the rains, we went out.
   a) In spite of b) In spite c) In spite on

3. ___________ fire, break the glass to escape.
   a) In case of b) In case c) In case with

4. I am standing here_______ my friends.
   a) in behalf of b) on behalf of c) on behalf

5. We solved the problem _______ a new device developed by our engineers.
   a) by means of b) by means c) by means to

6. _______ we are impressed with their performance.
   a) In general b) On general c) In generally

Non-Finite Verbs

A non-finite verb (also known as a verbal) is the term used to describe a verb that does not indicate tense. The non-finite verbs are called gerunds, infinitives, and participles.

Finite verb	Non-Finite verb
A verb that indicates tense and changes according to the subject	A verb that does not indicate tense and does not change according to the subject

Finite verb:

Finite verbs change tense and number according to the subject.

Arun invited Suresh to his daughter's birthday.
Her friends presented the girl with a toy.
His friend presented a watch.

Non-finite verbs have no subject and do not change according to the tense or number. Non-finite verbs are broadly classified as follows:

i. Gerunds	1. Walking is a healthy habit *(Present participle used as a noun)*
ii. Infinitive	2. I like to walk early in the morning. *(to infinitive)*
iii. Present participle	3. These are my walking shoes. *(Present participle used as an adjective)*
iv. Past participle	4. Having walked a long distance I felt tired.

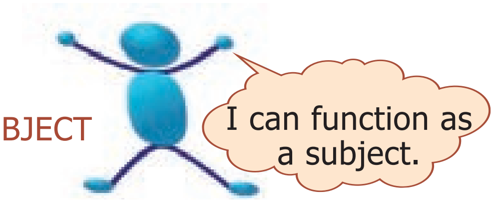
C. Look at the action words in bold. Identify whether they are either finite or non-finite verb.

They want to try a new approach.	
Trying is easy.	
Having tried everything , he gave up.	
All I can do is try.	
If she tried, she would succeed.	

Infinitives and Gerunds

The infinitive is often called as 'to verb'

SUBJECT



(e.g.) To swim is a good exercise.

OBJECT



(e.g.) I like to swim.

Infinitives may be used without **to** and we call such infinitives a plain infinitive or a bare infinitive.

(e.g.) She made me do my project.

We use plain/bare infinitives with these modals.

shall	will	do	did	would	make	need
may	might	could	must	let	dare	see

The infinitive may function as a subject, direct object, subject complement, adjective, or adverb in a sentence. Although an infinitive is easy to locate because of the *to+verb* form, deciding what function it has in a sentence depends on the meaning.

(e.g.) To wait seemed foolish when decisive action was required. *(subject)*

(e.g.) We intended to leave early. *(direct object)*

(e.g.) His ambition is to fly. *(subject complement)*

(e.g.) He lacked the strength to resist. *(adjective)*

(e.g.) We must study to learn. *(adverb)*

Gerunds

A gerund is an action word that ends in –ing and functions as a noun

D. Read the following pairs of sentences

Identify the subject.

- Travelling might satisfy your desire for new experiences.
- The study abroad program might satisfy your desire for new experiences.

Identify the direct object.

- They do not appreciate my singing.
- They do not appreciate my assistance.

Identify the subject complement.

- My cat's favourite activity is sleeping.
- My cat's favourite food is salmon.

Identify the object of the preposition.

- The police arrested him for speeding.
- The police arrested him for criminal activity.

Points to remember:

- A Gerund phrase consists of a gerund plus modifier(s), object(s), and/or complement(s).

Dinesh and Divya have been assigned homework on non-finites.They are not sure when to use a gerund and when to use an infinitive. They decide to meet their teacher and get their doubts cleared. The teacher introduces them to Mr. Gerund and Ms. Infinitive.

E. You may role-play the conversation.

Teacher : This is Mr.Gerund.You may have seen him after these verbs 'enjoy', 'finish', 'keep', 'mind', 'suggest', 'forgive', 'excuse', 'postpone','go'

Gerund : I come after a Preposition too.

Teacher : Mr. Gerund comes in handy to describe a real action.

Infinitive : Hello friends, I am Infinitive. Words such as 'like', 'refuse' are followed by me.

Dinesh : I know you. I take your help to describe a general or future action.

(I think I need to get up early tomorrow to complete my grammar exercise.)

Divya : You have helped me to express 'reason', 'intention',' purpose'.

(*I wish to finish my assigment by tonight.*)

Gerund : Do you know, after verbs like 'begin',' love',' continue', 'try', 'learn', 'start', 'neglect', you can use either of us?

Infinitive : But remember we mean different things when used after 'stop'.

Dinesh : Divya,When we saw Rajesh at the mall, I stopped to talk to him.Why didn't you wait?

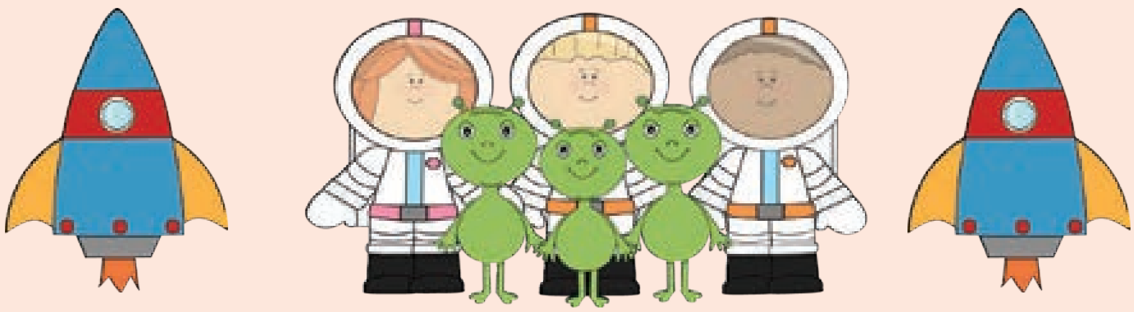
Divya : Don't you know I stopped talking to him?

Gerund : I am also used after these phrases –'It's no use ' , 'It's no good'

Dinesh and Divya : Thank you , mam. Bye Mr.Gerund and Ms.Infinitive.

F. Now, work in pairs and help Dinesh and Divya complete the exercise given below.

Where are the astronauts headed to?



1. Write the gerund/infinitive form of the verbs in the blanks.

1. The astronauts managed ___________ (complete) their training in record time.
2. They learned how __________ (survive) in space without gravity.
3. The best astronaut almost quit _________ (try) to learn the complex information.



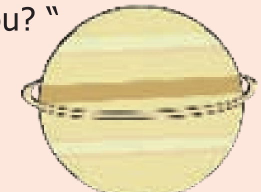
4. Their mission appeared __________ (be) in jeopardy.
5. Then Marina encouraged him by saying, "It's no good __________ (quit) the project right at the end."
6. Being an astronaut will enable you __________ (achieve) great success in life.
7. If you give up ____________ (study) now, our mission will be scrubbed.
8. Think of your fellow astronauts who wouldn't hesitate __________ (help) you in time of trouble.
9. We astronauts must keep on _______________ (prepare) for our space launch.
10. Some say it's no use _____________ (travel) to distant planets, because it takes too long.
11. But we really want ____________ (visit) other planets and find out if life exists on them.

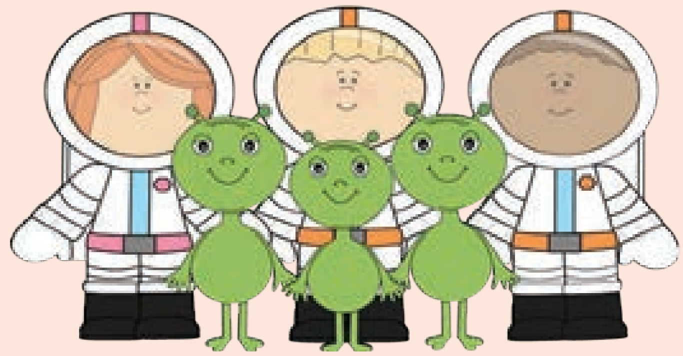


12. Can you imagine ___________ (walk) up to a Martian and shaking hands and ____________ (say), "Hello, how are you? "









13. We really look forward _____________ (meet) alien creatures and ________ (find) out what they are really like.
14. Many scientists have warned us not _____________ (take) this dangerous journey, but we are not discouraged.
15. Travelling to far away planets involves ____________ (risk) our lives for the thrill of discovery.



16. However we won't delay ____________ (blast) off into space.
17. Would you like __________ (accompany) us on our journey if you could?
18. During our training we have got used to ___________ (be) weightless and ___________ (live) under difficult conditions.
19. Scientists admit to __________ (be) intensely curious about life on other planets.



20. I'm sure they would also enjoy __________ (travel) with our crew.
21. We told them ____________ (come) with us on our trip, but some of them think it is a waste of time ____________ (search) for life that doesn't exist.
22. We have been taught how __________ (endure) hardships during our training and now we can't afford __________ (waste) money.

We're on our way!

Which planet are the astronauts heading to first? Add the infinitives.

Neptune-10 Venus-09 Mars-18 Jupiter-11

Unit 3 Poem

*On Killing a Tree

Gieve Patel

Warm up

1. What is a tree?
2. Why trees are important for our survival?
3. How long does it take a tree to grow to its full size?
4. How much time does it take to cut down a tree?

SXPF0

Now read the poem which speaks about the pain of trees.

It takes much time to kill a tree,
Not a simple jab of the knife
Will do it. It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon its crust, absorbing
Years of sunlight, air, water,
And out of its leperous hide
Sprouting leaves.

9th English Unit 3 Poem Pages 074-081.indd 74 13-12-2021 13:28:07

So hack and chop
But this alone wont do it.
Not so much pain will do it.
The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs
Which if unchecked will expand again
To former size.

No,
The root is to be pulled out –
Out of the anchoring earth;
It is to be roped, tied,
And pulled out – snapped out
Or pulled out entirely,
Out from the earth-cave,
And the strength of the tree exposed
The source, white and wet,
The most sensitive, hidden
For years inside the earth.

Then the matter
Of scorching and choking
In sun and air,
Browning, hardening,
Twisting, withering,
And then it is done.

About the Author



Dr. Gieve Patel is one of the prominent Indian poets. His famous works include Evening, Forensic Medicine, and From Bombay Central. He has also penned three plays. He has been conducting a poetry workshop in Rishi Valley School for more than a decade. This poem is taken from his poetry collection 'Poems' published in 1966.

Glossary

jab (v) :
to poke, or thrust abruptly with a short, quick blow

crust (n) :
the brown, hard outer portion or surface

leprous (adj)
covered with scales

hide (n)
the strong thick outer skin

miniature (adj.) :
very small

A. *Memorize the first two stanzas of the poem.

B. Read the following lines from the poem and answer the questions in a sentence or two.

1. *It takes much time to kill a tree,*
   Not a simple jab of the knife
   Will do it.

   i. Can a 'simple jab of the knife' kill a tree?

   ii. Why does it take much time to kill a tree?

2. *It has grown*
   Slowly consuming the earth,
   Rising out of it, feeding
   Upon its crust, absorbing

   i. How has the tree grown?

   ii. What does the tree feed from the crust?

3. *And out of its leprous hide*
   Sprouting leaves.

   i. What does the phrase 'leprous hide' mean?

   ii. What comes out of the leprous hide?

4. *The bleeding bark will heal*
   And from close to the ground
   Will rise curled green twigs,
   Miniature boughs

   i. What will happen to the bleeding bark?

   ii. What will rise from close to the ground?

5. The root is to be pulled out --

Out of the anchoring earth;

i) Why should the root be pulled out?

ii) What does 'anchoring earth' mean?

C. Based on the understanding of the poem, write down the summary of the poem by filling in the blanks.

The poet explains the process of ____________. A lot of work has to be done in order to ____________ completely. It cannot be accomplished by merely cutting it with ____________. The tree has grown strong with the help of ____________ for countless years. Even the ____________ of the tree gives rise to ____________. The ____________ sprouts new twigs and leaves. In a short period, they grow into a new tree. So, to ____________ completely, one should take out its roots completely from the soil. Then they should be exposed to ____________. Only then the tree will be completely killed.

D. Based on the understanding of the poem, answer the following questions in a sentence or two.

1. What is the poem about?
2. What are the lessons to be learnt from the poem?
3. What are the life sources needed for a tree to grow?
4. What does the poet mean by 'bleeding bark'?
5. Why does the poet say 'No' in the beginning of the third stanza?
6. How should the root be pulled out?
7. What is hidden inside the earth for years?
8. What finally happens to the tree in this poem?

E. Answer the following questions in about 80-100 words.

1. How does the poet bring out the pain of the tree?
2. 'A tree doesn't grow in a day.' Explain it with reference to the poem.
3. Why do you think the poet describes the act of cutting a tree? What effect does it have on you as a reader?

F. Complete the table by identifying lines, against the poetic devices from the poem.

Poetic lines	Poetic Devices / Figures of Speech
It takes much time to kill a tree.	
The bleeding bark will heal.	
Out of the anchoring earth	

*LISTENING

G. Listen to the passage about Nammazhwar, an environmental crusader from Tamil Nadu. As you listen, answer the following questions. The listening act can be repeated if required.

1. Who is Nammazhwar? What is his contribution to farmers and farming?
2. In 1963 he worked for ___________ as ___________
3. What was the turning point in the life of Nammazhwar?
4. How is the "Bread sandwich method" a boon to the farmers?
5. Pick out ideas from the passage to show that he learnt first and then shared with farmers.
6. Explain in your own words the meaning of "Farming ___________ even in the 21st Century"
7. Give the synonyms of 'rely' and 'sustainable'.
8. "He never pushed ideas down anyone's throat" means

   (a) favoured (b) compelled
   (c) opposed

WRITING

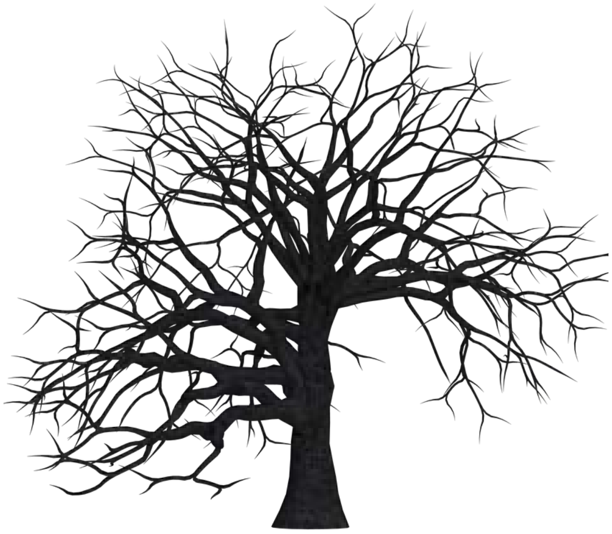
H. Based on the reading of the poem, complete the web chart given below.



*Listening passage is on Page 205

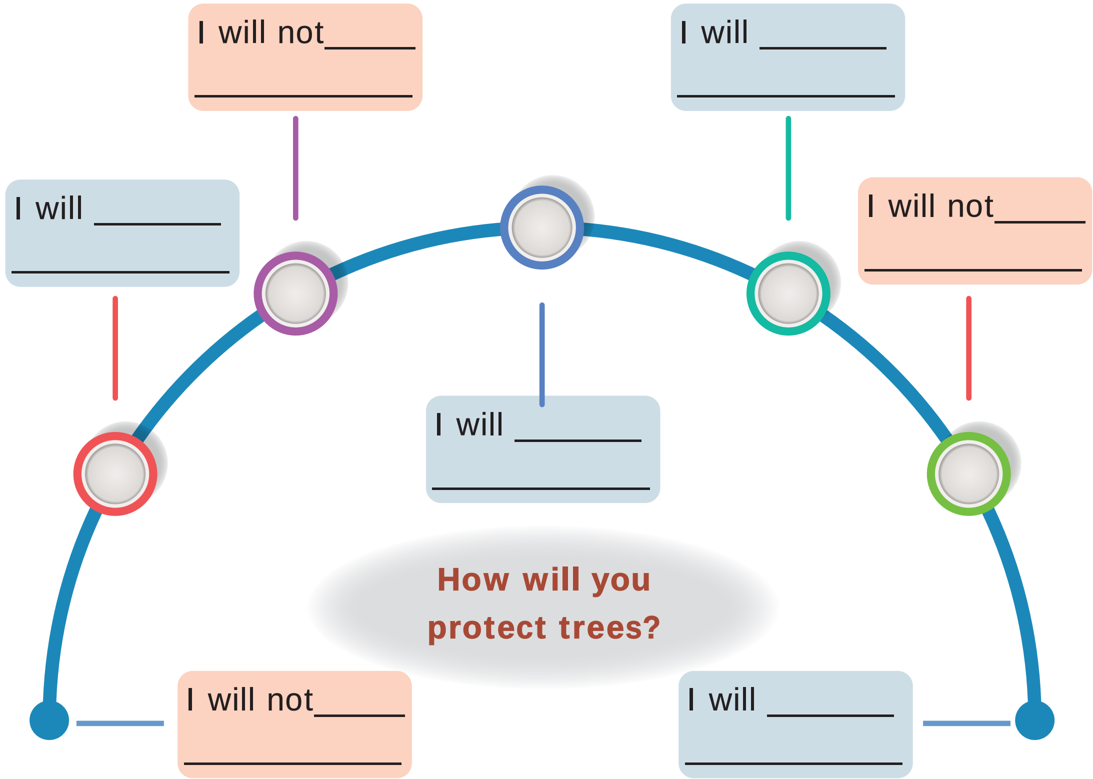
I. Look at the two trees. One is a green flourishing tree and the other, a brown withering tree.





The class will now be divided into two groups. Group A will list down the agents that support a tree's growth. Group B will list down those that prevent it. Once the groups are ready with their lists, a few representatives from each group will write down the lists on the black board.

Taking clues from the lists on the board, complete the following chart.



J. Work in pairs. Create three slogans on 'Saving Trees'.

Remember

- Use catchy, meaningful phrases.
- Do not write complete sentences.
- Ensure that the words at the end rhyme.

Read this example

Save a Tree
Get Oxygen for Free

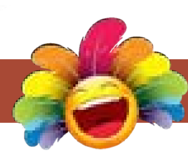
SPEAKING



K. Deliver a short speech for about five minutes on the following.

1. Imagine what will happen if all the trees in the earth disappear. Discuss with your friends and share it with your classmates.
2. Think of a situation where all the trees can speak. What will they talk about?

Let us laugh together



How do trees access the internet?

They simply ____________ in.

What will the tree do, if the banks are closed?

It will start its own _____________.

What type of tree fits in your hand?

A _____________ tree.

Read and Enjoy

Advice from a Tree



Dear Friend,
Stand Tall and Proud
Sink your roots deeply into the Earth
Reflect the light of a greater source
Think long term
Go out on a limb
Remember your place among all living beings
Embrace with joy the changing seasons
For each yields its own abundance
The Energy and Birth of Spring
The Growth and Contentment of Summer
The Wisdom to let go of leaves in the Fall
The Rest and Quiet Renewal of Winter
Feel the wind and the sun
And delight in their presence
Look up at the moon that shines down upon you
And the mystery of the stars at night.
Seek nourishment from the good things in life
Simple pleasures
Earth, fresh air, light
Be content with your natural beauty
Drink plenty of water
Let your limbs sway and dance in the breezes
Be flexible
Remember your roots
Enjoy the view!

Ilan Shamir

Unit 3 Supplementary

Earthquake

M.S.Mahadevan

Warm Up

When was the last time you helped someone? Write a few instances of your act of kindness.



Greetings, traveller. You looked tired and cold.

Are you a stranger to these parts? Waiting for the bus to Badrinath? Perhaps, you are a pilgrim or a visitor to the Valley of Flowers?

Anyway, whoever you are, come with me. Wait at my teashop. It is just past the bend in the road.

As you can see, I am carrying this can of milk to the shop. In ten minutes, I will have a fire going. While you warm yourself, I will prepare for you the best cup of tea in all Garhwal. It will chase away the pinched, blue look from your face.

Here we are. Welcome to my humble roadside teashop. Make yourself comfortable on this wooden bench. It looks rickety but it will hold your weight.

My name, Sir? I am called Brij. I am seventeen years old. I started this tea shop two years ago.

Before that I worked in a roadside shop outside Panipat. The heat, the crowd, the pollution – it was all too much. I had saved most of my earnings. I came back and with a little help I started this shop. By the grace of God, it provides me a decent enough livelihood.

Here, your tea is ready – strong, sweet, flavoured with cardamom. Enjoy it, Sir, while I get on with my chores. This is my daily routine. At sunset, I will shut my shop and walk back the three miles to my dwelling on the hillside.

The name of my village?

It was my village. The village of my ancestors.

It is no more. Molthi is gone.

What happened to my village?

It was four years ago, in the month of October. One night the earth quaked. Yes, tremors are common in these parts. These snows may seem eternal, the Himalayas may look solid, but the truth is, deep down they are unstable. We, who live here, are accustomed to tremors.

But what happened that night was more than that. It was a terrible earthquake. Its effects were felt as far away as Delhi and Lucknow.

Can you imagine the devastation at the heart of the earthquake?

The epicentre was in a valley not far from here. There were six hundred and seventy villages in the valley. Six hundred and two were destroyed. The earthquake lasted less than five minutes. Time enough to set these centuries-old mountains crashing, to reduce our villages to rubble, to snuff out hundreds of lives.

It was sheer chance that I was away that night. I had gone to Pauri to



buy my school books. I stayed the night at my uncle's house. We felt the tremors. We ran out into the open. Again and again the tremors came. We spent the entire night outside. Pauri lived through the night. Molthi did not.

For the living, the nightmare began at daybreak when the news trickled in of the large-scale devastation. There were dozens of landslides. Huge boulders thrown haphazardly across motorable tracks and roads. Precious time was spent in blasting the rocks and clearing the way for Army rescue teams. It was all of four days before help arrived for Molthi.

I was among the first to reach the village. My uncle accompanied me. We feared the worst, but nothing had prepared us for what we saw. Every single house, every wall, every roof had been flattened. Stone, rubble and dust were all that remained. Our house was a two-storeyed stone building with a slate roof. My great grandfather had built the house. We were a small family. My father had died after an illness, just fourteen months ago. My mother took care of us. We were three children. I was the oldest. My brother Nilu was ten. Bhuli, my two-year-old sister, was the baby of the family. My grandmother lived with us.

When the soldiers began to clear the debris, my uncle led me away. I was in a complete daze, too numb to feel anything. The soldiers had set up a makeshift camp. Someone gave me tea and biscuits. I don't know how long I was there. Suddenly it was evening and uncle was standing beside me. "They

have taken the bodies to the river bank," he said gently. "Come, you must perform the last rites before sunset. Tomorrow, we will go back to Pauri."

I had last seen my family while leaving for Pauri. They stood at the doorway and waved. Ma, Grandma, Nilu and Bhuli. That is the way I will always remember them – smiling and waving at me. Not as the white-shrouded lifeless figures I saw.

Bhuli? She was not there.

"They have not found her," my uncle said. "The wild animals ...Brij, don't look like that! She is dead."

"But we must find her," I shouted.

"Brij...get a grip on yourself," uncle pleaded.

But I was beyond reasoning. I ran back to the village, to the spot where my house had stood.

There was still so much debris. I scrambled around shifting the earth and stones. How long I was on my knees searching, crying, searching...

"Boy, it is no use" a voice said. I looked up. The speaker was the Army Officer who had supervised the relief operation. "There is no one alive in there," he said, "whom are you looking for?"

"My sister, Sir," I said, fighting to control my tears, "All I want is to give her a proper cremation."

I stopped, conscious that I was babbling. I could see that he was bone-tired. He looked as if he had not slept for days. His uniform was covered with dust, his face was grimy. But through all the dust and grime, I saw that his eyes were kind.

"My men have been on their feet for days," he said softly, as if talking to himself. "They have done all they could here. Tomorrow, at daybreak, we go to another village just like this, then another. He looked away at the sun setting behind the peaks. Down, in the valley, the pyres burnt, row upon row. The officer muttered something, shook his head and turned away. A terrible despair engulfed me. I lay there among the ruins of my house and cried.

Ten minutes later, the officer was back. With him were three soldiers armed with spades and crowbars. Without a word, the men began, removing the debris. They laboured doggedly. When it was completely dark, someone brought a few lit petromax lamps. Two hours later, a soldier called out, "Sir!"

He stood in the middle of a small hollow. The wall had caved in at that spot. I recognized a part of a door. Beneath it, a small foot.

Feverishly the soldiers began to clear the hollow. Then, they lifted the door.

"She is alive!" someone said.

It was a miracle. She had been buried under the debris for a hundred

and sixteen hours. She had survived the earthquake, the cold nights and the wild animals. A ragged cheer went up and the soldier wrapped her in a warm blanket and carried her to the tent where a makeshift hospital had been set up. Bhuli lived. The next day I went to thank the Army Officer. But he was gone. I did not even know his name.

My sister and I went on to live with my uncle. Soon after, I got a job at a dhaba near Panipat. Bhuli stayed back. She started going to school. It weighted on me that I never thanked that Army Officer. I hoped that one day I would run into him again. Every time I saw an army man, I would hope it was him. For months I would search for his face in every crowd. And one day, I did find him.

It was late on a winter's night. A truck stopped at the shop. A man got out. He looked familiar. When he stepped into the light, I saw that it was not him, just someone who bore a strong resemblance. The man was tired. He asked for a cup of tea. As I served him, Sir, I felt this strange lightness. This sense of joy. When the man offered to pay, I did not take the money. The next day, it happened again. Every day, I would see someone, a complete stranger, a tired traveller, who reminded me of that officer. It was as if he was everywhere. And every time I served him tea, I felt a surge of sheer joy.

A month later, I quit my job at the shop and returned to those mountains. The shop owner was quite relieved. He had no use for a waiter who kept forgetting to present the bill to the customer. Now I am on my own. And I am at peace.

Here is your bus, Sir. No, no money... you were tired. All I offered you was a cup of tea. Maybe it was the best tea in all Garhwal. Maybe not. But I am happy I could do you this small service. Wish you a safe journey, Sir. May God be with you!

Glossary

rickety (adj.)	:	structure or piece of equipment poorly made and likely to collapse
tremor (n)	:	a slight earthquake
devastation (n)	:	the state of being decayed or destroyed
haphazardly (adv.)	:	in a random manner
debris (n)	:	scattered pieces of rubbish or remains
white-shrouded (v)	:	wrap or dress (a body) in a shroud for burial
pyres (n)	:	a heap of burnable material, for burning a corpse as part of a funeral ceremony

A. Fill in the blanks with words from the text.

1. The name of the narrator is ______________.
2. There were _______ villages in the valley.
3. Brij went to Pauri to buy his ________.
4. The soldiers had set up a ___________.
5. Bhuli had been buried under the debris for ______________ hours.

B. Based on your understanding of the story, choose the right answers from the options.

1. Brij started a tea shop because he wanted to
   a) start a company.
   b) serve the people.
   c) go on a pilgrimage.
   d) become a tour guide.

2. Molthi was completely devastated because of _____________
   a) a high intensity earthquake.
   b) thunder and hail storm.
   c) drought and famine.
   d) flash floods.

3. The brother searched everywhere and looked dejected because
   a) he couldn't find his house.
   b) he couldn't locate his sister.
   c) he was hungry and didn't eat for a few days.
   d) he lost his school books.

4. The boy had great reverence and respect for Army officers as they
   a) were brave and courageous.
   b) worked day and night.
   c) saved his sister from death.
   d) all the above.

5. Brij finally offered the traveller a
   a) cup of milk.
   b) cup of tea.
   c) glass of water.
   d) cup of coffee.

C. Identify the character or speaker of the following lines.

1. Greetings, traveller. You looked tired and cold.
2. Tomorrow, we will go back to Pauri.
3. Whom are you looking for?
4. My men have been on their feet for days.
5. May God be with you!

D. Answer the following questions in a paragraph of about 80 to 100 words.

1. Explain the efforts taken by the Army Officer to save the child.
2. Brij has become a symbol of love and humanity. Explain.

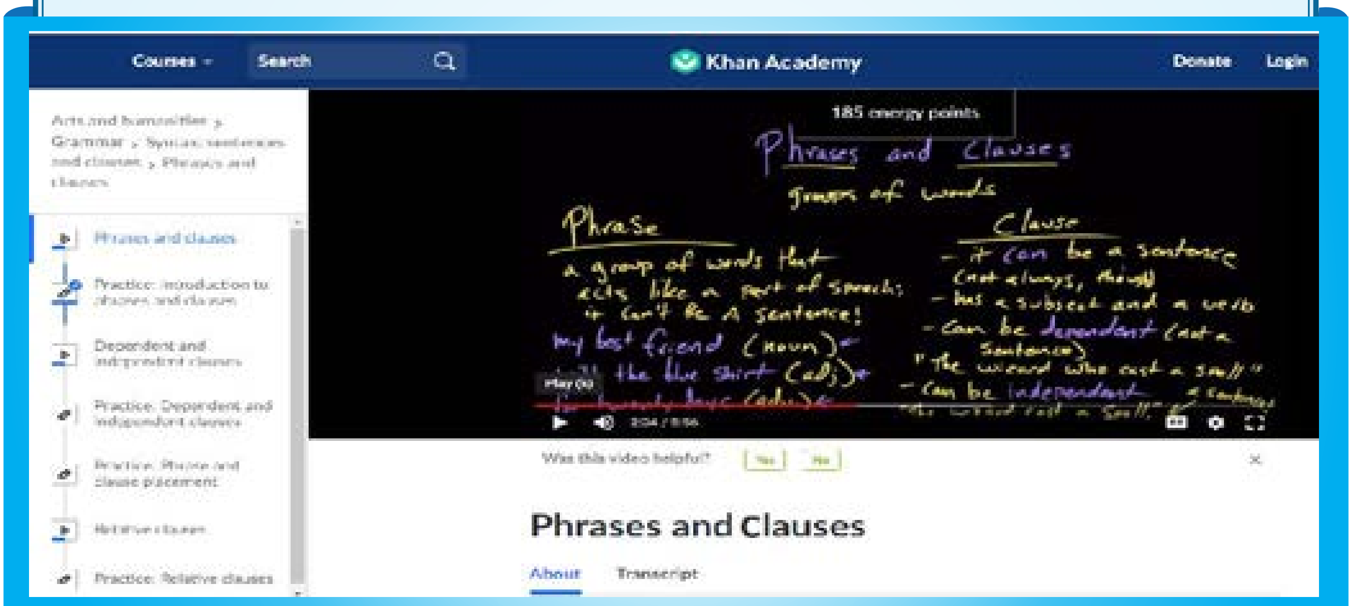
E. Answer the following questions based on the reading of the story. Do not forget to go back to the passage whenever necessary to find and confirm the answers.

Action	Effect
While you warm yourself	I will prepare the best tea.
I saved enough money	
	Six hundred and two villages were destroyed.
It was a terrible earth quake and it was felt	
I ran back to the village	
They lifted the door	
I went to thank the Army Officer	

ICT CORNER

Phrases and Clauses

The website "Khan Academy" is a repository of many learning materials and activities. The specific link provided here is to learn "Phrases and Clauses" with the help of short videos and practice sheets.



Steps

1. Type the URL link given below in the browser or scan the QR code.
2. Click the option 'Phrases and Clauses' and watch the video related to the topic.
3. After the video, select the 'Practice' option to answer the questions provided in the online worksheet and submit it to check the answers.
4. Also watch other videos and practice the worksheets related to the topic.

Download Link

Type the following link in your browser or click or scan the QR code to download the application and install it.

https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/phrases-and-clauses/v/phrases-and-clauses-syntax-khan-academy

Unit 4 Prose

Seventeen Oranges

Bill Naughton

Warm up

Share with your classmates.

Imagine you are caught while sneakily eating something without your parent's permission.

- What would be your reaction at that moment?
- How would you manage that situation?



In the story "Seventeen Oranges" let us see if the narrator is able to cleverly manage a tricky situation or not.

Oranges! I was fond of them. I used to eat them all day and every day. But one day a police man found seventeen oranges hidden away in my pockets. He locked me up and I have never eaten an orange again.

I want to tell you the story.

I was driving a little pony-and-cart for the Swift Delivery Company, and I often went in and out of the docks.

- Where did the narrator work?
- What was the narrator's job in the docks?

I was not really a thief. But I usually left the docks with something under my apron. I had made the apron myself and it was a big one.

When there was a banana boat in the docks, I drove my little cart beside it. Sometimes bunches of bananas fell to the ground. Often my friends kicked a bunch to me from the boat. I always picked up the bananas quickly and hid them under my apron.

Then I spent the rest of the day eating bananas. I liked bananas, but I like oranges best of all.

I only took things when I found them. But some people planned a theft very carefully. Clem Jones was a careful planner. Let me tell you about Clem.

One day Clem was coming out of the docks. He was carrying a box. 'What have you got in here?' asked Pongo the policeman.

'A cat,' replied Clem. 'Please don't make me open the box. The cat will run away.'

'A cat?' Pongo said. I don't believe you. Open the box.'

'But the cat will run away,' Clem said again.

'There isn't a cat in the box,' replied Pongo. 'Open it up.'

Clem got very angry, but finally opened his box. Out jumped a ship's cat. The cat ran back into the docks. Clem ran after the cat. He was shouting angrily.

- What was Clem Jones carrying in the box?
- What happened when the box was opened?

Two minutes later, Clem came back with the same box. He was holding the lid down tightly. Pongo laughed at him and Clem looked at him furiously. Clem looked angry all the way home. Then he smiled. He opened the box in the kitchen and took out a large Dutch cheese.

DO YOU KNOW?



A ship's cat is a cat that rides along on trading, exploration and naval ships to catch mice and rats which can cause damage to ropes, electrical wirings, crew's food, grains in the cargo and wooden parts of the ship.

That was Clem's story. But I was not so lucky. Pongo, the policeman, caught me red-handed because my apron string broke. He noticed that my trouser pockets were somewhat bulging.



'Hey! Wait a minute,' Pongo shouted.

He caught me by the collar, took me into his cabin nearby and looked into my pockets. There were seventeen oranges. Pongo counted them and placed them carefully on the table.

'Too many people are stealing from the docks,' Pongo said, 'You've stolen these oranges and concealed them in your pocket. Have you anything to say?'

- Did the narrator believe Clem's story?
- What was the narrator carrying in his pockets?
- Who is Pongo?

I said nothing. I was very frightened, but I kept quiet. I had read a lot of detective stories to make the mistake of blabbing. Anything you say may be used as evidence against you. I knew that the best plan was to say nothing.

'So you won't say anything,' said Pongo. 'I'm going to bring another policeman here. He'll be a witness against you, when I bring up this case in the court.'

Pongo left the cabin and locked the door behind him. I was very worried.

I looked at the walls. I looked at the door. I looked at the seventeen oranges, and I looked at the apron with its broken string.

I'll lose my job, I thought. Perhaps I'll go to prison. What will my father say? What will my father do?

I almost gave up the hope of escaping from the trouble. I was locked in the cabin and the oranges were on the table. Pongo had gone to bring a witness. I was in trouble.

'Oh, my God!' I said.

'What can I do?'

'Eat the oranges', said a voice in my head. *'Eat the evidence.'*

'Eat them?' I asked.

'Yes,' said the voice in my head. *'Eat them and the evidence will be gone. Be quick! Eat them all.'*

- Why did Pongo want to bring another policeman?
- What did the voice in the narrator's head tell him to do?

I thought for half a second. Then I took an orange. I peeled it and put it in my mouth. Soon, only the pips were left.

DO YOU KNOW?



- One orange contains our daily requirement of vitamin C.
- Oranges were first grown in India and then they spread to the other parts of the world.

'You have to swallow the pips too,' said the voice in my head *'You have to swallow the pips and the peel. You have to swallow all the evidence.'*

'Yes, of course,' I said.

I swallowed the pips and put some of the peel in my mouth.

'Don't eat it!' said the voice. *'There isn't time. Swallow it! Be quick! Swallow it!'*

I took a small knife from my pocket and cut the oranges into large chunks. I swallowed the pieces of oranges one after the other.

There were still three oranges on the table when I heard Pongo outside. I stopped. My stomach was nearly full.

'Be quick! Swallow them!' said the voice in my head.

I was lucky. Pongo and the other policeman had seen some carts at the dock gate. They went and talked to the drivers. This gave me a few more minutes.

I must swallow all the oranges, I thought. Only three left!

I swallowed the first one, and then the second one.

Suddenly the door began to open. I went through a great deal of struggle and finally managed to finish off the last piece of the last orange. Pongo and the other policeman walked in.

'This is the thief.' Pongo said. 'I caught him with his pockets full of oranges.'

- Why did the policemen arrive a little late to the cabin?
- What did the narrator do with the pips and peels?

Then Pongo looked at the table and at first, he could not figure out what had happened. 'Where are the oranges?'

'I can smell them,' said the other policeman.



DO YOU KNOW?



Giving oranges during their New Year season is a festive ritual of the Chinese. They are usually given in pairs as a symbol of friendship.

I said nothing.

Pongo looked everywhere for the oranges. He looked in my pockets. He looked in my apron. But he didn't find one orange.

Finally, Pongo understood what had happened. But it was very difficult to believe.

'Seventeen oranges!', he said. 'Seventeen big oranges! How did you eat them all?'

I said nothing. Pongo was not able to send me to prison. There was no evidence.

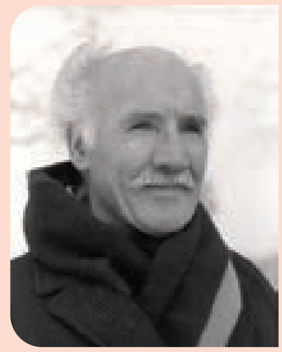
Pongo became angry and shouted at me. But I didn't say a word. In the end, he had to let me go.

I told Clem Jones about the seventeen oranges.

'Pongo locked you in that cabin for half an hour,' said Clem. 'He had no right to do that.'

Perhaps Clem was right. I don't know. I didn't have time to think about it. I had eaten seventeen large oranges - peels, pips and all. I felt very sick for a week and those oranges kept working away in my stomach.

About the Author



William John Francis Naughton, known as Bill Naughton (1910-1992) was an Irish-born British playwright and author. He worked as a weaver, coal-bagger and lorry-driver before he started writing. His preferred environment was working class society, which is reflected in much of his work. He wrote many novels, short stories, plays and children's books. He is best known for the play *Alfie.* His 1977, children's novel *My Pal Spadger* is an account of his childhood in 1920s Bolton.

VCE4H

Glossary

docks (n) - an enclosed area of water in a port for the loading, unloading and repair of ships

apron (n) - a protective garment worn over the front of one's clothes and tied at the back

red-handed (adj) - used to indicate that a person has been discovered in the act of doing something wrong

concealed (adj) - the act of keeping something secret or hidden

blabbing (v) - to reveal secrets indiscreetly and thoughtlessly

pips (n) - small hard seeds in a fruit

chunks (n) - thick large pieces of something

A. From your reading of the text, choose the correct answers from the options given below.

1. The narrator was very fond of ________________
   a) reading detective stories.
   b) driving a pony-and-cart.
   c) eating oranges.
   d) munching away at something.

2. The narrator was searched by the policeman, because __________
   a) the oranges could be smelt.
   b) he was singing songs.
   c) he was carrying a box.
   d) his pockets were bulging.

3. The narrator kept his mouth shut when questioned by Pongo, because __________
   a) anything said would be held as evidence against him.
   b) the oranges would fall out.
   c) he did not steal the oranges.
   d) he was scared of Pongo.

4. The voice in the narrator's head advised him to____________
   a) confess the truth to Pongo.
   b) eat all the oranges.
   c) deny his guilt.
   d) hide all the oranges.

5. Pongo found no trace of the oranges on the table, because ______
   a) Pongo's mate had stolen them.
   b) all the oranges were sold.
   c) the narrator had eaten them all.
   d) they disappeared mysteriously.

B. Answer the following questions briefly in one or two sentences.

1. Why did the narrator call Clem Jones a careful planner?
2. What was Clem Jones carrying in the box during his second attempt?
3. Why did the policeman suspect the narrator?
4. What did Pongo consider as evidence against the narrator?
5. How did the narrator feel when he was alone in Pongo's cabin?
6. What did the narrator do to get rid of the evidence?

7. What did Pongo do when he found no oranges on the table?
8. Why were the policemen not able to bring any charges against the narrator?
9. How did the narrator feel after eating seventeen oranges?
10. What happened to the narrator's love for oranges after the incident?

C. Answer the following in about 80-100 words.

1. Narrate the clever strategy followed by Clem Jones to deceive Pongo.
2. Describe the confrontation between the narrator and Pongo.

Vocabulary

D. Find the synonyms for the underlined words

1. The voice in his head asked the narrator to eat the evidence.

   a) proof b) contradict
   c) disprove d) refute

2. Clem looked at Pongo furiously.

   a) politely b) gently
   c) angrily d) calmly

3. When Pongo caught the narrator with the oranges, he was very frightened.

   a) undaunted b) afraid
   c) valiant d) brave

4. The narrator was quiet, when Pongo questioned him.

   a) furious b) noisy
   c) silent d) agitated

5. The narrator was in trouble because he took the oranges.

   a) peace b) difficulty
   c) harmony d) comfort

E. Find the antonyms for the underlined words in the following sentences.

1. Seventeen oranges were hidden in the narrator's pockets.

   a) exposed b) masked
   c) concealed d) buried

2. Clem Jones was ordered to open the box.

   a) prepared b) arranged
   c) forced d) requested

3. Pongo locked the narrator inside the cabin.

   a) closed b) sealed
   c) released d) chocked

4. Pongo carefully searched the narrator's pockets.

   a) attentively b) carelessly
   c) cautiously d) strictly

5. The narrator of the story felt very sick for a week.

   a) healthy b) disordered
   c) feeble d) unhealthy

Listening 

*Listen to the play "The Red Peacock". The incidents described in the one act play happen as a result of people's responses and actions.

F. Complete the table with suitable responses.

CAUSE	ACTION	EFFECT
1. Krishna Deva Raya wants all the best things in the world.	He pays 1000 gold coins for the red peacock.	
2. Chatur Pandit is greedy and wants to get rich.		The king banishes him from the court for a month.
3.	He hires a painter and paints four peacocks red.	He proves that the king spends money needlessly.

G. Answer the following questions based on your listening.

1. Why did Chatur Pandit ask the king for 1000 gold coins?
2. Where did Chatur Pandit find the red peacock?
3. What sort of a person was Chatur Pandit?
4. *State whether the statement is true or false.*

    Tenali was given three weeks to bring more red peacocks.
5. Why did the people feel that they were lucky to have Krishna Deva Raya as their king?

Speaking



H. Work in groups of four. Choose one of the situations given below. Discuss how the story would have been different if,

i) Pongo had pardoned the narrator after scolding him.

ii) Pongo had arrived on the scene before the last orange was eaten.

iii) Pongo had forgotten to lock the door properly but the narrator only discovered it just before Pongo returned.

Share your ideas with the rest of the class.

Writing



I. Work in groups and discuss. Then write a diary entry in about 60-80 words describing your feelings and emotions for the given situations.

Imagine, you are Pongo.

1. Your feelings when you caught the boy.
2. Your feelings and emotions when you came back and found the oranges gone.

*Listening text is on Page 207

Reading



Now, read this hilarious anecdote from the life of a journalist and enjoy.

In 1977, Mr. Nicholas Scotti, a journalist from San Francisco, flew from America to Italy to visit his cousins.The plane stopped for an hour in JFK Airport in New York. Mr. Scotti thought he was at Rome Airport and got off the plane. Of course his cousins were not there to meet him.

Mr. Scotti spent two days in New york believing he was in Rome. In their letters his cousins always talked about the traffic problems and the famous building in Rome. Mr. Scotti decided to find their home without their help.On his journey round the city, Mr. Scotti asked a policeman to tell him the way to the bus station, Mr. Scotti asked him in Italian. Luckily, the policeman was an Italian from Naples, Italy and could reply in the same language.

On the next day, after 12 hours of travelling round by buses, Mr. Scotti was surprised that the policemen and drivers speak in English. A policeman tried to tell him that he was in New york, but Mr Scotti didn't believe it and even got angry.

J. Complete the following table with information from the anecdote about Mr. Scotti's short trip.

Name	Nicholas Scotti
Occupation	
Reason for his trip	
Means of transport	
Destination	

K. Circle the best option.

1. In New York Mr Scotti left the plane because he thought he
   (a) had to change the plane. (b) was in Rome.
   (c) had to phone his cousins. (d) had to look at the airport.
2. He decided to find his cousins' home without their help. He asked the policeman for information in Italian because he
   (a) thought he was in Italy. (b) knew the policeman.
   (c) didn't speak any other language. (d) liked the language.
3. On the next day, Mr Scotti was __________ at how the local people responded to his queries.
   (a) surprised (b) unhappy
   (c) glad (d) upset
4. Circle three words that best describe Mr. Scotti

   clever / unlucky / stupid / successful / miserable / happy

L. Have you experienced any unexpected turn of events in your life? What happened? How did you feel about it at that moment? How do you feel about it now? Write an article for your school magazine describing your experience in about 150 words.

Grammar

Phrasal Verbs

A phrasal verb is a verb that has a main verb together with an adverb or a preposition or both, to create a completely new meaning.

A. Given below in Column A are some phrasal verbs taken from the text. Find the meanings by using a dictionary and complete Column B.

S. No.	Column A	Column B
	Phrasal Verb	**Meaning**
1.	fond of	
2.	hidden away	
3.	lock up	
4.	laughed at	
5.	look at	
6.	bring up	
7.	gave up	
8.	went through	
9.	finish off	
10.	figure out	

Auxiliary Verb

Primary Auxiliary

1. **Be Verbs** am, is, was, are, were
2. **Do Verbs** does, do, did
3. **Have Verbs** has, have, had

Modals

- can - could
- may - might
- shall - should
- will - would
- must

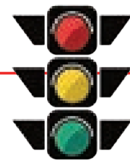
Semi Modals need, dare, used to, ought to

Modals

Must

Expressing

- strong obligation
- logical conclusion
- certainty



Example

- You must stop when the traffic lights turn red.
- He must be very tired. He's been working all day long.





Must not

Expressing

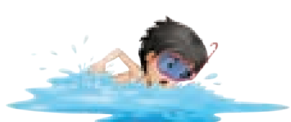
- prohibition



Example

- You must not smoke in the hospital.

Can



Expressing

- ability
- permission
- possibility

Example

- I can swim.
- Can I use your phone please?
- Smoking can cause cancer.





Could

Expressing

- ability in the past
- polite permission
- possibility



Example

- When I was young I could run fast.
- Excuse me, could I just say something?
- It could rain tomorrow!



May

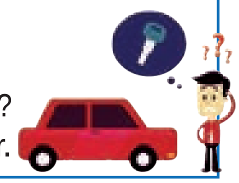
Expressing

- permission
- possibility / probability



Example

- May I come in?
- Where are my keys? They may be in the car.



Might

Expressing

- polite permission
- possibility / probability



Example

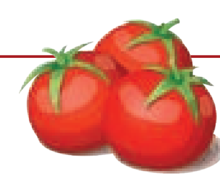
- Might I suggest an idea?
- I might go on holiday to Australia next year.



Need not

Expressing

- lack of necessity/ absence of obligation



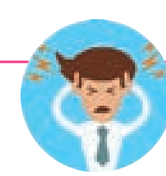
Example

- I need not buy tomatoes. There are plenty of tomatoes in the fridge.

Should / ought to

Expressing

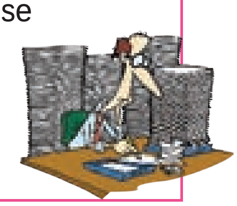
- 50 % obligation
- advice
- logical conclusion



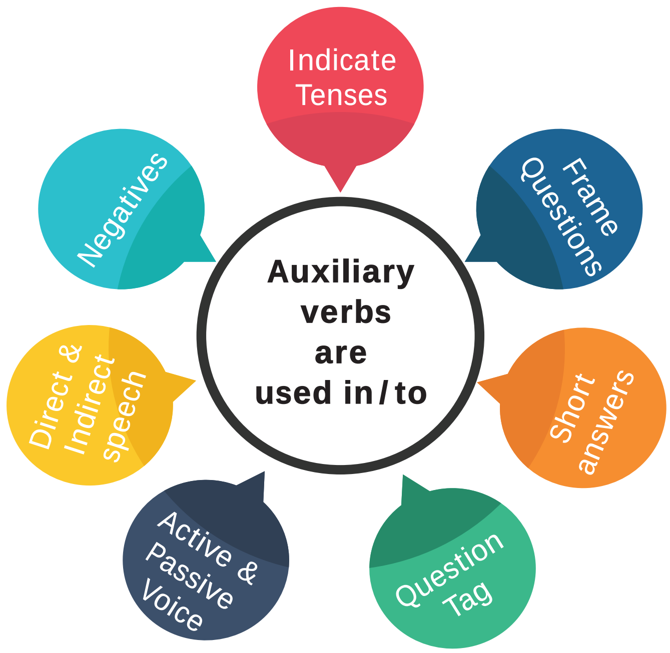
Example

- I should / ought to see a doctor. I have a terrible headache.
- You should / ought to revise your lessons
- He should / ought to be very tired. He's been working all day long.





Uses of Auxiliary vebs



B. Can You do It?

- Talking about the abilities of your class members is a great way to review the use of the modal *can*.
- Work in pairs and discuss things a person might be able to do. Include things that some people can do and others cannot do, and make a list on the board.

Can you?

Example: Can you play the guitar?
Now you try:

Can you -------------------?
Can you -------------------?
Can you -------------------?
Can you -------------------?

- Once your list has 30-50 abilities, it's time to prepare for the game.
- Each of you will be given a blank paper and fill in the spaces with one of the abilities you listed on the board.
- Then, when the teacher says go, go around the classroom asking each other "Can you __________?", asking about one of the activities listed on the board.
- If the person you ask can do that activity, you mark off the square with his/her name.
- If the person asked cannot do it, move on and ask another person about that ability or another one on your paper.
- You can only ask each person about one ability before moving on to ask another classmate, but you can come back to the same person as often as you like.
- When someone gets five spaces in a row, he calls "BINGO."

Write it on the paper

Can you play Cricket?

Mugunthan

Can you sing songs?

Malar

Write down all the 'can do activities' from the board and write down your classmates' names in the box

C. Do’s and Don’ts (Necessity, Obligation and Permission)

Choose the correct option.

1. We use ______ (should/must/ought to) when something is compulsory, obligatory and important.
2. We use ______ (should/must/ought to) when something is the right thing to do.
3. We use ______ (should/must/ought to) when something is suggested or recommended.

D. Complete the sentences with one of the modal verbs given below.

can, can’t, could, couldn’t, may, shouldn’t

1. Students ____________ be quiet when they write the examination.
2. You ____________ wear a coat, it’s quite warm.
3. ____________ open the window? It is very hot in the room.
4. I ____________ go to the school yesterday because I was ill.
5. When she was eighteen, she____________ run fast.
6. You ____________ drive fast. It’s not safe.
7. Sachin is a famous cricketer. He ____________ bat well.

E. You are Aadhav. While you were away on a holiday, your house was burgled. Use appropriate modals and complete the letter to your friend telling him / her about it.

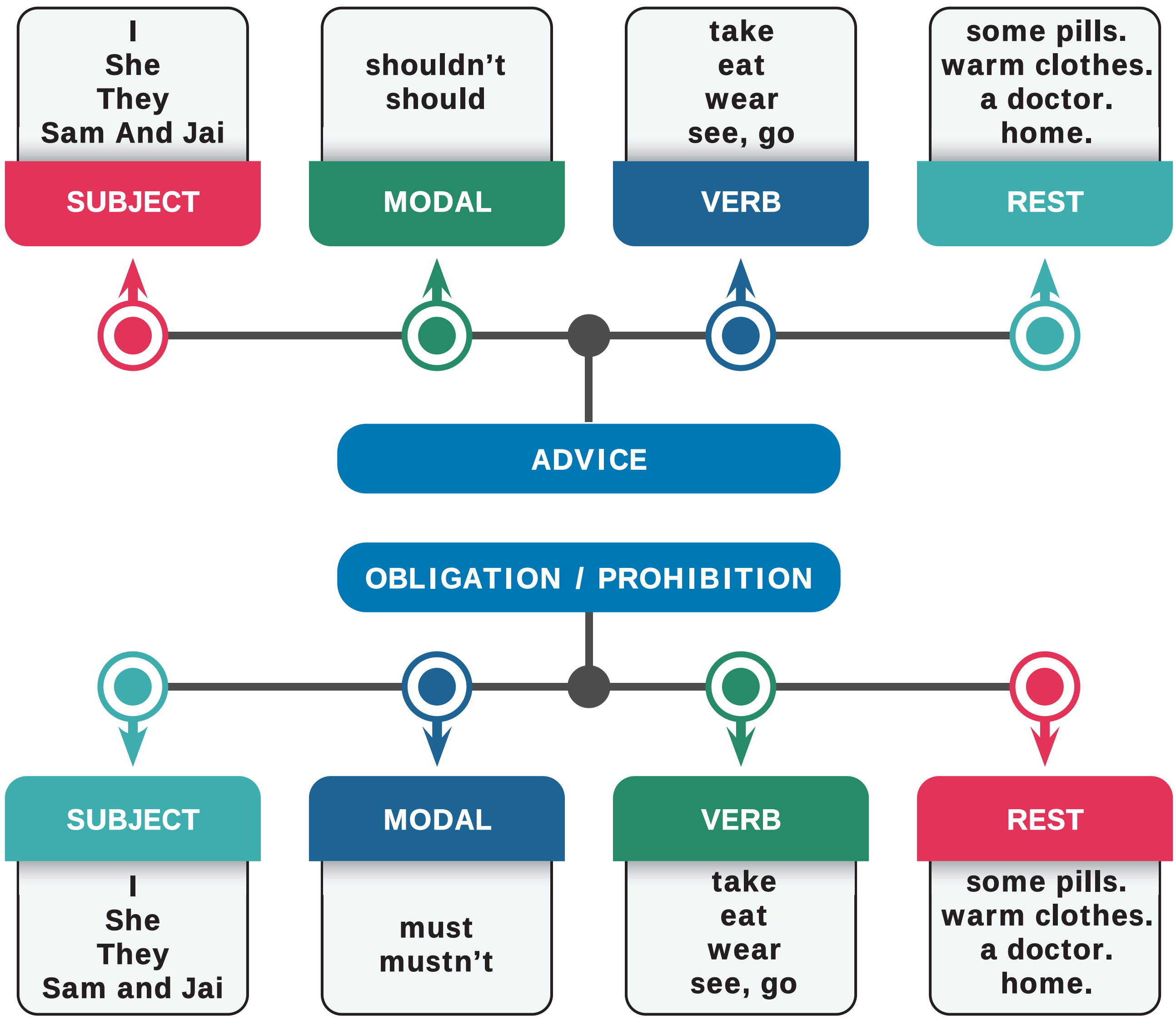
No. 36, Gandhi Road
Chennai – 45
04 August 2018

Dear Ramesh,

How are you? I feel sad to inform you that my house was burgled last week when I was on a holiday. Burglars ______ have known from the accumulated newspaper pile that I had gone away. When I came back last Sunday, I found the back-door lock broken. I ______ have forgotten to bolt the back-door from inside and they _______ have entered through it. My room was ransacked. They took my laptop and other valuables. I ______ have deposited the jewellery in a bank locker to avoid this loss. I _______ have informed my neighbours about my week-long trip. Well, I have registered an FIR with the police. They are investigating the case. They have assured that I _____ get my jewels back. The burglars ______ be caught very soon. Convey my regards to all at home.

Yours lovingly,
Aadhav

F. Match the Squares to form proper sentences.



G. Fill in the blanks with appropriate modals.

(will, shall, would, should, can, could, may, might, ought to)

Milk is a nutritious food enriched with vitamins and proteins. We ________take milk regularly so that we _______not develop deficiencies in our body. Aged persons, children and patients ________take milk in sufficient quantities as it provides strength to their body. We _______supplement it with fruits, vegetables and pulses for proper growth of the body. But we _______consume milk of good quality. Otherwise it _______cause harm to the body. We _______be very careful while selecting our food items because there are chances that these _______ be adulterated. We _______ protect our health.

Unit 4 Poem

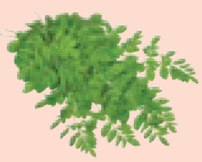
The Spider and the Fly

Mary Botham Howitt

DVU80

Warm up

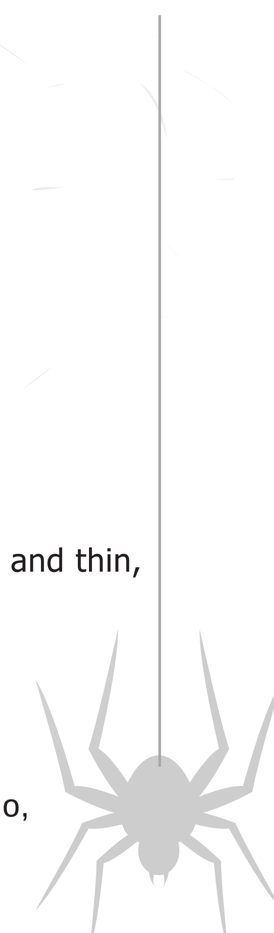
If your little brother or sister does not like to eat any of these following vegetables





- How will you make him or her eat them?
- What are all the flattering or tempting words you might use to convince them?
- Work in pairs and enact that moment in front of your classmates.

Read the poem with your partner while one takes up the role of the Spider and other the Fly.



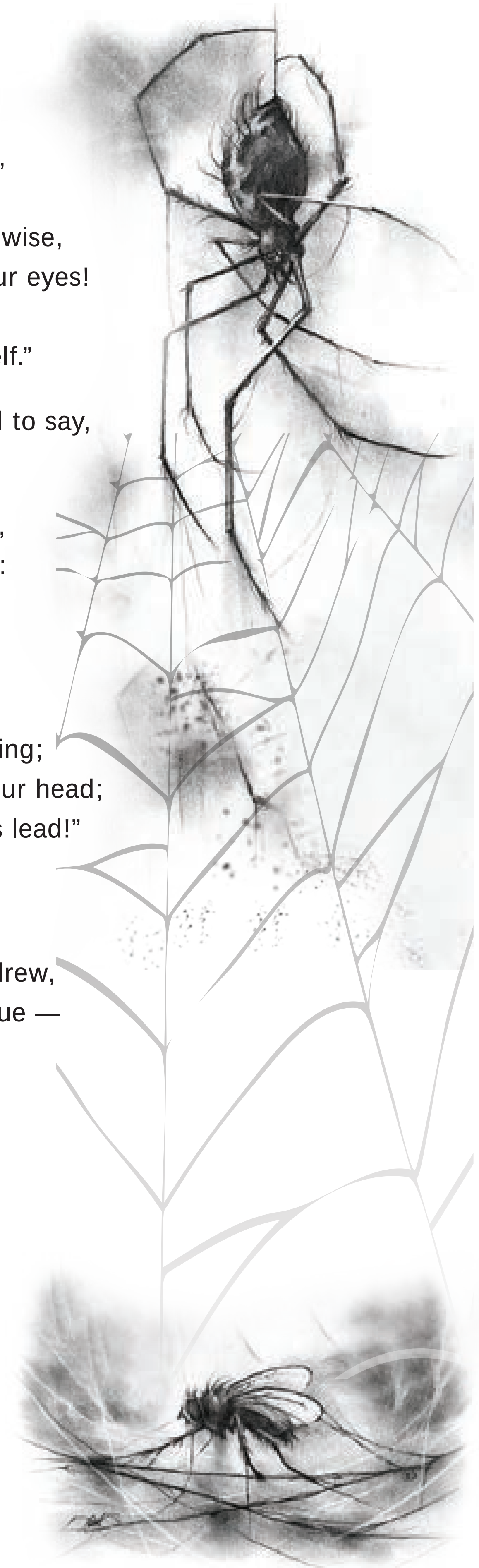
"Will you walk into my parlour?" said the Spider to the Fly,
"Tis the prettiest little parlour that ever you did spy;
The way into my parlour is up a winding stair,
And I've many curious things to show when you are there."

"Oh no, no," said the little Fly, "to ask me is in vain,
For who goes up your winding stair
can never come down again."

"I'm sure you must be weary, dear, with soaring up so high;
Will you rest upon my little bed?" said the Spider to the Fly.
"There are pretty curtains drawn around; the sheets are fine and thin,
And if you like to rest awhile, I'll snugly tuck you in!"

"Oh no, no," said the little Fly, "for I've often heard it said,
They never, never wake again, who sleep upon your bed!"

Said the cunning Spider to the Fly, "Dear friend what can I do,
To prove the warm affection I've always felt for you?
I have within my pantry, good store of all that's nice;
I'm sure you're very welcome — will you please to take a slice?"



"Oh no, no," said the little Fly, "kind Sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see!"

"Sweet creature!" said the Spider, "you're witty and you're wise,
How handsome are your gauzy wings, how brilliant are your eyes!
I've a little looking-glass upon my parlour shelf,
If you'll step in one moment, dear, you shall behold yourself."

"I thank you, gentle sir," she said, "for what you're pleased to say,
And bidding you good morning now, I'll call another day."

The Spider turned him round about, and went into his den,
For well he knew the silly Fly would soon come back again:
So he wove a subtle web, in a little corner sly,
And set his table ready, to dine upon the Fly.

Then he came out to his door again, and merrily did sing,
"Come hither, hither, pretty Fly, with the pearl and silver wing;
Your robes are green and purple — there's a crest upon your head;
Your eyes are like the diamond bright, but mine are dull as lead!"

Alas, alas! how very soon this silly little Fly,
Hearing his wily, flattering words, came slowly flitting by;
With buzzing wings she hung aloft, then near and nearer drew,
Thinking only of her brilliant eyes, and green and purple hue —
Thinking only of her crested head — poor foolish thing!

At last,
Up jumped the cunning Spider, and fiercely held her fast.
He dragged her up his winding stair, into his dismal den,
Within his little parlour — but she ne'er came out again!

And now dear little children, who may this story read,
To idle, silly flattering words, I pray you ne'er give heed:
Unto an evil counsellor, close heart and ear and eye,
And take a lesson from this tale, of the Spider and the Fly.

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About the Author

Mary Botham Howitt (1799-1888) was an English poet. She was born at Coleford, in Gloucestershire. She was educated at home and read widely. She commenced writing verses at a very early age. Together with her husband William Howitt, she wrote over 180 books.



3PWJA

Glossary

parlour (n) - a tidy room in a house used for entertaining guests

winding (v) - a twisting movement or course

weary (v) - very tired, especially from hard work

pantry (n) - a room where beverages, food, dishes are stored

subtle (adj.) - delicate or faint and mysterious

flattering (v) - to praise or compliment insincerely

counsellor (n) - a person who advises

A. Read the following lines from the poem and answer the questions in a sentence or two.

RBGQS

1. "*The way into my parlour is up a winding stair,*
   And I've many curious things to show when you are there"
   a) How can the fly reach the spider's parlour?
   b) What will the fly get to see in the parlour?

2. "*Oh no, no," said the little Fly, "kind Sir, that cannot be,*
   I've heard what's in your pantry, and I do not wish to see!"
   a) Is the fly willing to enter the spider's pantry?
   b) Can you guess what was in the pantry?

3. "*Sweet creature!" said the Spider, "You're witty and you're wise,*
   How handsome are your gauzy wings, how brilliant are your eyes!"
   a) List the words used by the spider to describe the fly.
   b) Why does the spider say that the fly is witty?

4. "*The Spider turned him round about, and went into his den,*
For well he knew the silly Fly would soon come back again:"

a) Why is the poet using the word '**den**' to describe the spider's web?

b) Why was the spider sure that the fly would come back again?

5. "*With buzzy wings she hung aloft, then near and nearer drew,*
Thinking only of her brilliant eyes, and green and purple hue —"

a) Who does 'she' refer to?

b) What was 'she' thinking of?

6. "*And now dear little children, who may this story read,*
To idle, silly flattering words, I pray you ne'er give heed:"

a) Who does 'I' refer to?

b) What is the advice given to the readers?

B. Complete the summary by filling in the spaces with suitable words.

The poem begins with the spider's__________ of the fly. He __________ to the fly to come into its home. The spider describes his parlour as the ________ one. The spider kindles the curiosity of the fly so that she may enter his home. Fortunately, the fly was __________ and refused to get into his home. Now the spider pretends to be a ___________and asks her to come and rest in his home. He offers her ___________ and a ___________ to rest. This time also the fly ___________ the spider's offer very politely. The next weapon that the spider uses is__________. The spider praises the _______ and ______of the fly and also praises her _________. He invites her to look at herself in the ______which is in his parlour. The fly is________ by the words of the spider and she falls a __________ to his _________.

C. Answer the following questions in about 80-100 words.

1. Write a character sketch of the spider.
2. What happens if we fall a prey to flattery? Give instances from the poem 'The Spider and the Fly'.
3. In your own words give a detailed description of:

   a) The Spider's Parlour

   b) The Fly's Appearance

Appreciate the poem



Anthropomorphism means to endow a non-human character with human traits and behaviour. For example: Throughout the poem, we see the spider and the fly behave like human beings. We see a pantry, bed, mirror, and stairs and so on.

Figures of speech

1. Consonance: Repetition of similar consonant sounds in the neighbouring words.

(e.g.) T'is the prettiest little parlour that ever you did spy;

Pick out one more instance of consonance from the poem.



Down in the hill Sat the little doggie Nell
There she dillied and she dallied all
Day, Day, Day

2. Assonance: Repetition of similar vowel sounds in the neighbouring words

(e.g.) 'T is the prettiest little parlour that ever you did spy;

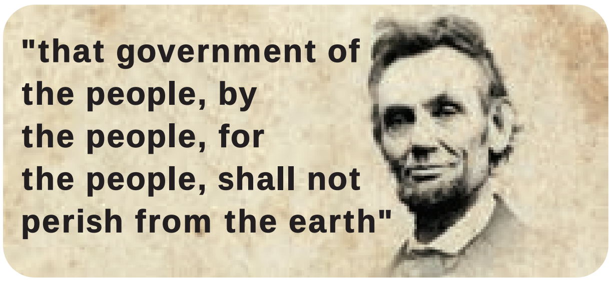
Pick out one more instance from the poem.



The cat ran after the alligator, past the pastry shop and the alleyway.

3. Anaphora: Repetition of a word or a phrase at the beginning of a sequence of sentences, paragraphs and lines.

(e.g.) How handsome are your gauzy wings, how brilliant are your eyes!



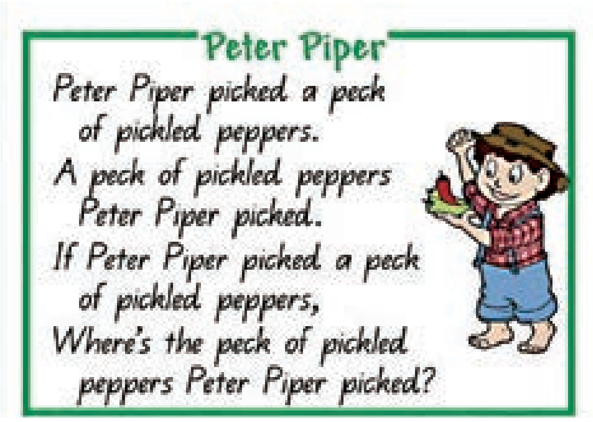
Identify the figures of speech.

"Your eyes are like the diamond bright, but mine are dull as lead!"

4. Alliteration: Repetition of consonant sounds at the beginning of words

Pick out the words in alliteration.

"Sweet creature!" said the Spider, "You're witty and you're wise,"



Listening

D. *Listen to the passage and fill in the blanks with appropriate answers.

1. Without trust there is no ______________.
2. ______________ is a very rare thing to find in life.
3. When people betray you learn from the _____________.
4. Don't let _________on the road _____________.
5. If we keep moving forward you will have a wonderfully __________________.

*Listening passage is on Page 208

Speaking

E. The cunning spider was waiting for a chance to pull the fly into its web and it used all the possible ways to trap her. Have you ever been trapped by flattery to do something you did not want to do? Discuss in pairs and share your experience in the class.

Writing

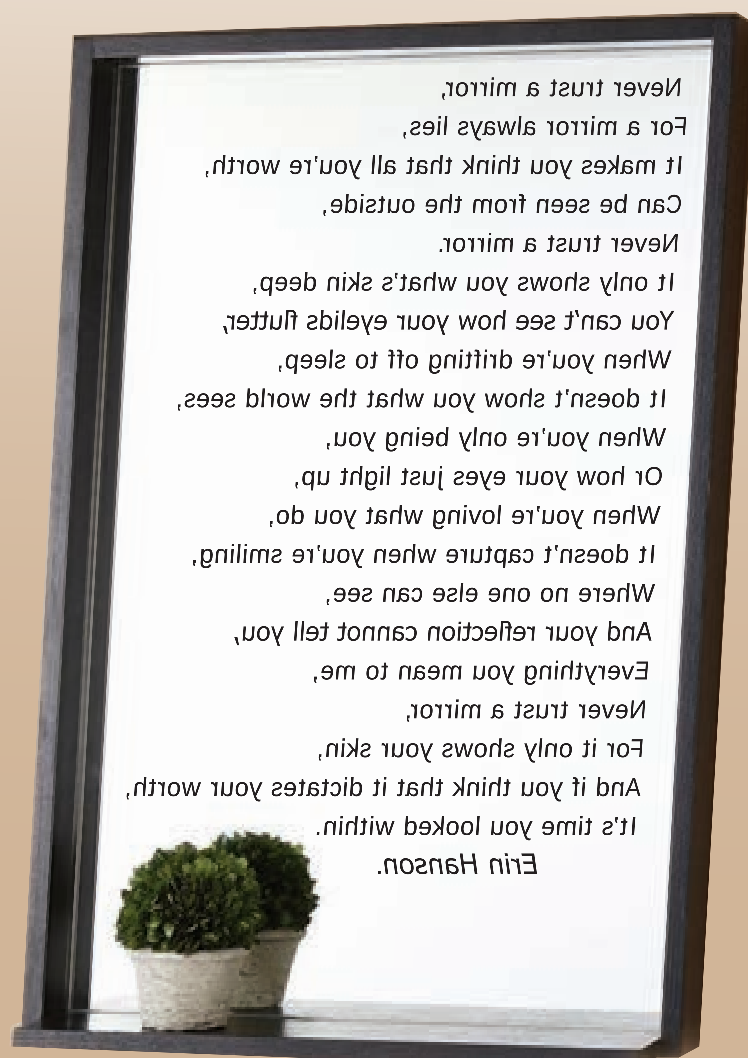
F. The fly gives into flattery and becomes the spider's prey. If you are asked to give a happy ending to the poem, how will you save the fly? Write in your own words.

Read and Enjoy

Never Trust a Mirror

Never trust a mirror,
For a mirror always lies,
It makes you think that all you're worth,
Can be seen from the outside,
Never trust a mirror.
It only shows you what's skin deep,
You can't see how your eyelids flutter,
When you're drifting off to sleep,
It doesn't show you what the world sees,
When you're only being you,
Or how your eyes just light up,
When you're loving what you do,
It doesn't capture when you're smiling,
Where no one else can see,
And your reflection cannot tell you,
Everything you mean to me,
Never trust a mirror,
For it only shows your skin,
And if you think that it dictates your worth,
It's time you looked within.

Erin Hanson.



Unit 4 Supplementary

The Cat and the Painkiller

(An Extract from **The Adventures of Tom Sawyer**)

Mark Twain

Warm up

There has always been a close bonding between children and animals. Studies have revealed that living with pet animals increases empathy, compassion and self-esteem among children.



- Do you have a pet at home?
- If yes, what animal is it and what is its name?
- Did you have any humourous moments with it? If yes, what was it?
- How do you care for your pets?

A Note about the Novel



"The Adventures of Tom Sawyer" is a novel about a young boy Tom Sawyer growing up along the Mississippi River at St. Petersburg. Tom Sawyer lives with his Aunt Polly and his brother Sid. He is up to all sorts of mischief. But very cleverly he escapes from the punishments that are given to him. He finds school life miserable. But after Becky Thatcher's arrival in town, he is a bit happy to go to school. Even that happiness does not last long as Becky falls ill and does not come to school for a very long time. Bored of school, Tom, with his best friends Joe Harper and Huck runs away to an island in the Mississippi called Jackson's Island to become a pirate. People in their home town think that they are dead, but to the pleasant shock of everyone they arrive at their own funeral.

"The Cat and the PainKiller" is one of the episodes of Tom Sawyer where we find him playing pranks on his Aunt Polly, who loves him very much, but does not show her love outwardly in order to make Tom a good boy.

Now read the extract "The Cat and the Painkiller" to enjoy the pranks played by Tom Sawyer on Peter, the cat.



Becky Thatcher, his friend, had stopped coming to school. This disturbed Tom. He became unhappy. The charm of life was gone; there was nothing but boredom left. He put his hoop away, and his bat; there was no joy in them anymore and so his aunt Polly was concerned. She was infatuated with patent medicines and all new methods of producing health or mending it. She was an incurable experimenter in these things.

She began to try all manners of remedies on Tom. The water treatment was new, now, and Tom's low condition was a windfall to her. She had him out at daylight every morning, stood by him up in the wood-shed and drowned him in cold water; then she rubbed him hard down with a towel like a file; then she rolled him up in a wet sheet and put him away under blankets.

Yet not withstanding all this, the boy grew more and more sad and pale and dejected. She added hot baths, sitz baths, shower baths, and plunges. The boy remained bored. She began to assist the water with a slim oatmeal diet and blister-plasters. She calculated his capacity and filled him up every day with quack cure-alls. He became fed up and so he thought over various plans of relief, and finally hit upon that of professing to be fond of pain-killer. He asked for it so often that he became a nuisance, and his aunt ended by telling him to help himself and quit bothering her.

She found that the medicine did really diminish, but it did not occur to her that the boy was mending the health of a crack in the sitting room floor with it.



One day Tom was in the act of dosing the crack when his aunt's cat Peter



came along purring, eyeing the teaspoon greedily, and begging for a taste. Tom said, 'Don't ask for it unless you want it, Peter'.

But Peter signified that he did want it.

'You better make sure.'

Peter was sure.

'Now you've asked for it, and I'll give it to you, because there ain't anything mean about me; but if you find you don't like it, you mustn't blame anybody but your own self.'

Peter was agreeable. So Tom opened his mouth and poured down the pain-killer. Peter sprang a couple of yards in the air, and then delivered a war-whoop and set off round and round the room, banging against furniture, upsetting flower-pots, and making general confusion. Next he rose on his hind feet and danced around, in a frenzy of enjoyment, with his head over his shoulder and his voice proclaiming his happiness. Then he went tearing around the house again spreading chaos and destruction in his path. Aunt Polly entered in time to see him throw a few double somersaults, deliver a final mighty hurrah, and sail through the open window, carrying the rest of the flower-pots with him. The old lady stood petrified with astonishment, peering over her glasses; Tom lay on the floor expiring with laughter.

'Tom, what on earth ails that cat?'

'I don't know, aunt,' gasped the boy.

'Why, I never see anything like it. What did make him act so?'

'Deed I don't know, Aunt Polly; cats always act so when they're having good time.'

'They do, do they?' There was

something in the tone of that made Tom apprehensive.

'Yes'm. That is, I believe they do.'

'You do?'

'Yes'm.'

The old lady bent down and took the teaspoon and held it out! Tom winced and dropped his eyes. Aunt Polly raised him by the usual handle – his ear – and cracked his head soundly with her thimble.

'Now, sir, what did you want to treat that poor dumb beast so, for?'

'I done it out of pity for him - because he hadn't any aunt.'

'Hadn't any aunt! – you numbskull. What has that got to do with it?'

'Heaps. Because if he'd had one she'd burnt him out herself! She'd a roasted bowel out of him 'thout any more feeling than if he was a human!'

Aunt Polly felt a sudden painful regret. This was putting the thing in a new light; what was cruelty to a cat might be cruelty to a boy too. She began to soften; she felt sorry. Her eyes watered a little, and she put her hand on Tom's head and said gently:

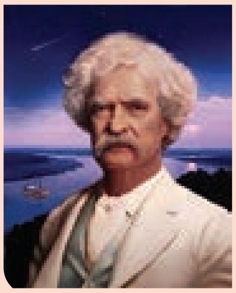
'I was meaning for the best, Tom. And, Tom, it did do you good.'

Tom looked up in her face with just a recognisable twinkle peeping through his gravity.

'I know you was meaning for the best, aunty, and so was I with Peter. It done him good, too. I never see him around so since'

'Oh, go 'long with you, Tom, before you annoy me again. And you try and see if you can't be a good boy, for once, and you needn't take any more medicine.'

About the Author



Samuel Langhorne Clemens (1835-1910), better known by his pen name Mark Twain, was an American writer, humourist, entrepreneur, publisher and lecturer. Twain was raised in Hannibal, Missouri, which later provided the setting for his novels. His famous works are The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn.

Z8N6C

Glossary

infatuated (v) : inspired with an intense but short-lived passion or admiration for someone or something

plunges (n) : act of casting or thrusting forcibly or suddenly into something liquid

quack (n) : a fraudulent or ignorant pretender to medical skill

professing (v) : claiming often falsely, that one has a quality or feeling

frenzy (n) : a state of uncontrolled excitement

somersaults (n) : an acrobatic movement either forward or backward in which the body rolls end over end, makes a complete revolution

petrified (adj.) : extremely frightened

A. Choose the most suitable option.

1. Tom was disturbed because ____________
   a) he didn't sleep well.
   b) his scores were low at school.
   c) his friend Becky Thatcher had stopped coming to school.
   d) he had picked up a fight with Becky Thatcher.

DX3RU

2. Aunt was an experimenter in ____________
   a) trying new recipes.
   b) designing fashionable frocks.
   c) modern gardening techniques.
   d) trying out new medicines.

3. Tom used the pain-killer to ____________
   a) take care of his health.
   b) mend the crack on the sitting room floor.
   c) cure Becky Thatcher.
   d) help his aunt.

4. Peter sprang a couple of yards in the air as __________
   a) he had a teaspoon of the pain-killer.
   b) his tail was caught in the mouse trap.
   c) Tom threw him out of the window.
   d) Aunt gave him a push.

5. Finally Aunt Polly said to Tom that he ____________
   a) need not take any more medicine.
   b) has to go to school regularly.
   c) should not meet any of his friends.
   d) must take medicines every day.

B. Identify the character or speaker of the following lines.

1. He banged against furniture, upsetting flower-pots and making general havoc.
2. She stood petrified with astonishment peering over her glasses.
3. 'That is, I believe they do.'
4. 'What has that got to do that with it?'
5. 'I done it out of pity for him.'

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C. Based on your reading, rearrange the following sentences in the correct sequence.

1. Since all her methods failed, finally she gave him a pain-killer.
2. He told his aunt that Peter had no aunt, so he gave him the medicine.
3. The pain-killer triggered adverse reactions on Peter.
4. It jumped out of the open window.
5. Tom was dull and depressed.
6. This incident upset Aunt Polly and she questioned him.
7. But, Tom gave that painkiller to the cat Peter.
8. So, Aunt Polly tried different types of remedies on him.

D. Based on your understanding of the story, write the answers for the following questions in a sentence or two.

1. Why did Tom lose the charm of his life?
2. Why did Aunt Polly try different remedies on Tom?
3. How did the medicine diminish?
4. Did Tom compel Peter to have the painkiller?
5. Why did Peter wish to taste the painkiller?
6. How did Aunt Polly discover the reason for Peter's absurd behaviour?
7. What was the reason given by Tom for giving the painkiller to the cat?
8. Why did Aunt Polly's eyes water?

E. Answer the following questions in about 80–100 words.

1. Describe the different types of remedies tried by Aunt Polly on Tom.
2. Narrate the funny sequence between Tom Sawyer and Peter, the cat.

F. Complete the summary of the extract using the appropriate words from the box below.

pain-killer	stopped	cruelty	remedies	teaspoon	school
summersets	Peter	pretended	dejected	health	crack

Tom Sawyer felt __________ as Becky Thatcher had stopped coming to ________. His Aunt Polly was very concerned about his _________ condition. So, she began to try various _________ on him. Tom became fed up with his Aunt's brand of remedies and ___________ to like the pain-killer. He started to ask for it very often. But, Tom used the medicine to mend

the ______ on the floor. One day, Tom gave the pain-killer to his Aunt's cat, _____. The ________ had an adverse effect on the cat and it started to jump around the room. Aunt Polly entered the room in time to see the cat throw a few ____________ and sail through the open window. She found the ___________ with a little pain-killer sticking to it and knew that Tom had treated the cat with it. She realised that, what was _________ to the cat should be the same to the boy too and __________ giving medicines to him.

G. In the story we find a lot of American slang usage of English. Complete the tabular column with standard English. One has been done for you.

Finally hit 'pon.	
There ain't anything mean about me.	There isn't anything mean about me.
'Deed I don't know.	
Yes'm. That is, I believe they do.	
'She'd a roasted bowel out of me.'	
'Oh, go 'long with you, Tom.'	

H. Complete the mind map based on the inputs from the extract.

01 Becky Thatcher, Tom's friend had ______________________ coming to school.

02 So, Tom became __________ __________________________ __________________________.

03 Aunt Polly ________________ __________________________ about Tom.

04 She tried__________________ __________________________ __________________________.

05 Tom pretended to like ______ __________________________ and asked for it very often.

06 One day Tom gave the pain-killer to ______________ __________________________.

07 The incidents that followed made his aunt ______________________.

Role play

I. Students can volunteer and take roles of Tom and Peter and enact the story in class. The other students who witness the role play can discuss the following.

a. How well did your classmates enact the story?

b. Which part did they do well?

c. Which part of their role play, according to you, could have been enacted better?

d. If asked to give suggestions to improve their acting skill, what would you suggest?



ICT CORNER

Modals

The website "Agenda Web" contains a lot of English language and grammar related activities and worksheets. The specific link provided here will help the students to try various activities on Modals





Steps

1. Type the URL link given below in the browser or scan the QR code.
2. Read the options given under "Exercises by Level" tab.
3. Click any one of the modal exercises given and the activity will be opened in a new tab of the browser.
4. Answer the questions by selecting the given options and immediate feedback with answers will be given at the end of each activity.
5. You can also download and use the resources offline by accessing the "Worksheets - handouts" tab.

Download Link

Type the following link in your browser or click or scan the QR code to download the application and install it.

https://agendaweb.org/verbs/modals-exercises.html

Unit 5 Prose

Water – The Elixir of Life

Sir C.V. Raman

Warm up

- Do you think the living organisms in this planet can survive without water? Why?
- Where do you get your drinking water from?
- Is the drinking water you use in your home treated?
- If not, how do you purify it?



Now read the lesson "Water–The Elixir of Life", on the importance of water, an important natural resource.

Man has through the ages sought in vain for an imaginary elixir of life, the divine Amrita, a draught of which was thought to confer immortality. But the true elixir of life lies near our hands; for it is the commonest of all liquids, plain water! I remember one day standing on the line which separates the Libyan Desert from the Valley of the Nile in Egypt.



Edge of Libyan desert, west bank of Nile

On one side was visible a sea of billowing sand without a speck of green or a single living thing anywhere on it. On the other side lay one of the greatest, most fertile and densely populated areas



Pyramids at Giza, Egypt, along the Nile River.

to be found anywhere on the earth, teeming with life and vegetation. What made this wonderful difference? Why, it is the water of the river Nile flowing down to the Mediterranean from its sources a couple of thousands of miles away. Geologists tell us that the entire soil of the Nile valley is the creation of the river itself, brought down as the finest silt in

its flood waters, from the highlands of Abyssinia and from remote Central Africa, and laid down through the ages in the trough through which the Nile flows into the sea. Egypt, in fact, was made by its river. Its ancient civilization was created and is sustained by the life-giving waters which come down year after year with unfailing regularity.

- What is the imaginary elixir of life?
- What according to the writer is the real elixir of life?
- What is the 'wonderful difference' the writer talks about in the passage?

I give this example and could give many others to emphasis that this common substance which we take for granted in our everyday life is the most potent and the most wonderful thing on the face of our earth. It has played a role of vast significance in shaping the course of the earth's history and continues to play the leading role in the drama of life on the surface of our planet.

There is nothing which adds so much to the beauty of the countryside as water, be it just a little stream trickling over the rocks or a little pond by the wayside, where the cattle quench their thirst of an





evening. The rainfed tanks that are so common in South India – Alas! often so sadly neglected in their maintenance – are a cheering sight when they are full. They are, of course, shallow, but this is less evident since the water is silt-laden and throws the light back, and the bottom does not therefore show up. These tanks play a vital role in South Indian agriculture. Some of these tanks are surprisingly large and it is a beautiful sight to see the sun rise or set over one of them. Water in a landscape may be compared to the eyes in a human face. It reflects the mood of the hour, being bright and gay when the sun shines, turning to dark and gloomy when the sky is overcast.

- What is the 'cheering sight' mentioned in the paragraph?
- What does the writer compare water in a landscape to?

One of the most remarkable facts about water is its power to carry silt or finely divided soil in suspension. This is the origin of the characteristic colour of the water in rainfed tanks. This colour varies with the nature of the earth in the catchment area and is most vivid immediately after a fresh inflow following

rain. Swiftly flowing water can carry fairly large and heavy particles. The finest particles, however, remain floating within the liquid in spite of their greater density and are carried to great distances. Such particles are, of course, extremely small, but their number is also great and incredibly large amounts of solid matter can be transported in this way.

When silt-laden water mixes with the salt water of the sea, there is rapid precipitation of the suspended matter. This can be readily seen when one travels by steamer down a great river to the deep sea. The colour of the water changes successively from the muddy red or brown of silt through varying shades of yellow and green finally to the blue of the deep sea. That great tracts of land have been formed by silt thus deposited is evident on an examination of the soil in alluvial areas. Such land, consisting as it does of finely divided matter, is usually very fertile.

- How does the water in rainfed tanks get its colour?

The flow of water has undoubtedly played a great part and a beneficent one in the geological processes by which the soil on the earth's surface has been formed from the rocks of its crust. The same agency, however, under appropriate conditions, can also play a destructive part and wash away the soil which is the foundation of all agriculture, and if allowed to proceed unchecked can have the most disastrous effect on the life of the country. The problem of soil erosion is one of serious import in various countries and especially in many parts of India. The conditions under which it occurs and the measures by which it can be checked are deserving of the closest study.

Soil erosion occurs in successive steps, the earliest of which may easily pass unnoticed. In the later stages, the cutting up and washing away of the earth is only too painfully apparent in the formation of deep gullies and ravines which make all agriculture impossible. Sudden bursts of excessively heavy rain resulting in a large run of surplus water are the principal factors in causing soil erosion. Contributory causes are the slope of the land, removal of the natural protective coat of vegetation, the existence of ruts along which the water can flow with rapidly gathering momentum, and the absence of any checks of such flow. Incredibly large quantities of precious soil can be washed away if such conditions exist, as is too often the case.

- What is the main cause of soil erosion?
- What other factors add to the erosion of precious soil?

The menace which soil erosion presents to the continuance of successful agriculture is an alarming one in many parts of India, calling urgently for attention and preventive action. The terracing of land, construction of bunds

to check the flow of water, the practice of contour cultivation and the planting of appropriate types of vegetation are amongst the measure that have been suggested. It is obvious that the aim should be to check the flow of water at the earliest possible stage before it has acquired any appreciable momentum and correspondingly large destructive power.

- How can soil erosion be prevented?

Water is the basis of all life. Every animal or plant contains a substantial proportion of free or combined water in its body, and no kind of physiological activity is possible in which the fluid does not play an essential part. Water is, of course, necessary for animal life, while moisture in the soil is equally imperative for the life and growth of plants and trees though the quantity necessary varies enormously with the species. The conservation and utilization of water is thus fundamental for human welfare. Apart from artesian water the ultimate source in all cases is rain or snowfall. Much of Indian agriculture depends on seasonal rainfall and is therefore very sensitive to any failure or irregularity of the same. The problems of soil erosion and of inadequate or irregular rainfall are closely connected with each other. It is clear that the adoption of techniques preventing soil erosion would also help to conserve and keep the water where it is wanted, in other words, on and in the soil, and such techniques therefore serve a double purpose.

- How does prevention of soil erosion serve a double purpose?
- What are the two sources of water?

It is evident, however, that in a country having only a seasonal rainfall, an immense quantity of rain-water must necessarily run off the ground. The collection and utilization of this water is, therefore, of vital importance. Much of it flows down into the streams and rivers and ultimately finds its way to the sea. Incredibly large quantities of the precious fluid are thus lost to the country. The harnessing of our rivers, the waters of which now mostly run to waste, is a great national problem which must be considered and dealt with on national lines. Vast areas of land which at present are mere scrub jungle could be turned into fertile and prosperous country by courageous and well-planned action.

- What happens to the rain water?



Closely connected with the conservation of water supplies is the problem of afforestation. The systematic planting of suitable trees in every possible or even in impossible areas, and the development of what one can call civilized forests, as distinguished from wild and untamed jungle, is one of the most urgent needs of India. Such plantation would directly and indirectly prove a source of untold wealth to the country. They would check soil erosion and conserve the rainfall of the country from flowing away to waste, and would provide the necessary supplies of cheap fuel, and thus render unnecessary the wasteful conversion of farmyard manure into a form of fuel.

- What is the idea of civilized forest?
- How can you check soil erosion?

The measures necessary to control the movement of water and conserve the supplies of it can also serve subsidiary purposes of value to the life of the countryside. By far the cheapest form of internal transport in a country is by boats and barges through canals and rivers. We hear much about programmes of rails and road construction, but far too little about the development of internal waterways in India. Then, again the harnessing of water supplies usually also makes possible the development of hydro-electric power. The availability of electric power would make a tremendous difference to the life of the countryside and enable rural economy to be improved in various directions.

- What is the cheapest means of transport?
- How can you make a difference in the countryside?

In one sense, water is the commonest of liquids. In another sense, it is the most uncommon of liquids with amazing properties which are responsible for its unique power of maintaining animal and plant life. The investigation of the nature and properties of water is, therefore, of the highest scientific interest and is far from an exhausted field of research.

DO YOU KNOW?



The Great Pacific Garbage Patch

- It is the world's largest collection of floating trash.
- It is in the Pacific Ocean between Hawaii and California and is often described as "larger than Texas"
- Approximately 7 million tons of plastic and other debris up to 9 feet deep are floating.
- By estimation 80% of the plastic originates from land; floating in rivers to the ocean and the remaining 20% of the plastic originates from oil platforms and ships
- These trash piles are the biggest threat to the sea animals.

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About the Author



Sir Chandrasekhara Venkata Raman (7 November 1888 – 21 November 1970) was an Indian physicist born in Tiruchirappalli. He carried out ground-breaking work in the field of light scattering, which earned him the 1930 Nobel Prize for Physics. He discovered that when light traverses a transparent material, some of the deflected light changes wavelength. This phenomenon, subsequently known as Raman scattering, results from the Raman effect and to commemorate it, February-28 is celebrated as National Science Day. In 1954, India honoured him with its highest civilian award, the Bharat Ratna.

Glossary

elixir (n) - a hypothetical substance believed to maintain life indefinitely/ a substance believed to cure all ills

billowing (adj.) - characterized by great swelling waves or surges

teeming (adj.) - abundantly filled especially with living things

trickling (v) - to flow slowly and with out force

precipitate (v) - a solid substance that is produced from a liquid during a chemical process

crust (n) - a hard outer covering of something

catchment (n) - a structure, such as a basin or a reservoir, used for collecting or draining water

barges (n) - a long boat with a flat bottom, used for carrying freight on rivers

A. Answer the following questions briefly in one or two sentences.

1. What makes water one of the most powerful and wonderful things on earth?
2. How does water help in the formation of fertile lands?
3. How does soil erosion happen and what are its main causes?
4. What are some measures that are used to prevent soil erosion?
5. How, according to Sir C. V. Raman, can rainwater as well as the water of rivers be prevented from going to waste?

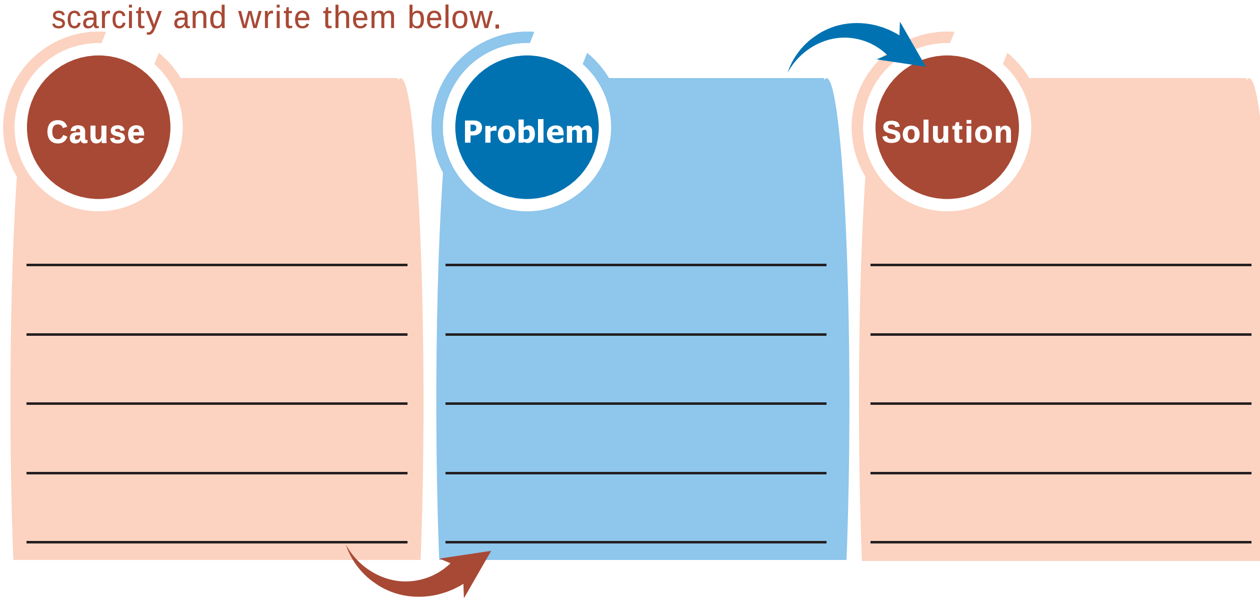
B. Answer the following in about 80-100 words.

1. How does C.V. Raman show that water is the real elixir of life?
2. Water exists in all plant and animal forms – Explain.
3. Life cannot exist on earth without water – Explain.

C. Given below are some idioms related to water. Match the idioms with it's meaning.

Idioms		Meanings	
1	blood runs thicker than water	a	to criticize or stop something that some people are enthusiastic about
2	to be a fish out of water	b	naturally, with ease
3	dull as dishwater	c	to be active but without making progress or falling farther behind
4	as a duck takes to water	d	family members have stronger obligations with each other than with people outside the family
5	come hell or high water	e	to be in a difficult situation
6	You never miss the water till the well runs dry	f	boring, uninteresting
7	pour cold water on something	g	criticism to someone that has no effect on them at all
8	tread water	h	People are not grateful for what they have until they lose it
9	be (like) water off a duck's back	i	to be uncomfortable in a particular situation
10	to be in deep water	j	no matter what happens

D. Water is a scarce resource. Discuss the causes, problems and solutions to water scarcity and write them below.



*LISTENING

E. On the basis of the listening passage, choose the correct answer from the given options.

1. Severn Suzuki represents an organization called ECO which stands for ___________
   (a) Ecological Cooperation.
   (b) Environmental Coordinating Organization.
   (c) Environmental Children's Organization.
   (d) Ecological Children's Organization.

2. "I am fighting for my future." The 'fight' refers to her_______
   a) fight to win an election.
   b) fight to gain a few points in share market.
   c) fight against corruption.
   d) fight against environmental pollution.

3. Animals and fish are becoming extinct because _____
   a) they have no place to go.
   b) they die of diseases.
   c) their food and habitat are polluted.
   d) all the above.

4. It is evident that Severn Suzuki is concerned about all other species too as, ______
   a) she considers them all belonging to one world.
   b) they have nobody except her to speak for.
   c) they belong to her.
   d) they are all children.

5. Severn Suzuki condemns the people of her country for ____
   a) contributing large amounts of waste and not sharing the excess with the needy.
   b) being afraid of the poor.
   c) being angry with the poor belonging to other countries.
   d) being wealthy.

*Listening passage is on Page 208

6. Which of the following statement is not true?
   a) Canada is a rich country and people have in plenty.
   b) Canadian children are privileged.
   c) A Brazilian child was willing to share because she was rich.
   d) Northern countries will not share with the needy

F. Answer the following questions briefly.

1. What is the humble request of the twelve- year -old to the elders?
2. The dream of Severn Suzuki is _______________
3. The fear and agony of Severn Suzuki is _______________
4. How does she proclaim that she represents the future generation?
5. The duties and responsibilities of the parents are
   (a) to comfort their children saying that everything will be all right.
   (b) …………………………. (c) ………………………….

SPEAKING

G. You are the President of GO GREEN, the Environment Club of your school. On the occasion of World Environment Day, you have been asked to address the school on the topic, 'The Nature of Our Future Depends on the Future of Our Nature'.

PURPOSE

- To speak to a large gathering, convincingly and persuasively, to convert the listener's view to your point of view
- To pass on a wide range of information
- To express an opinion, view, experience, observation etc.

HOW TO DELIVER YOUR SPEECH

- Divide your speech into three parts: introduction, body and conclusion.
- Start with salutation. Greet your chief guests, audience, fellow speakers and other invitees.
- Begin your speech with a catchy introduction in the form of an anecdote, thought provoking question or statistical data.
- Express your views and give reasons for the stand you take.
- Convey thoughts and ideas with clarity.
- Be factually accurate and present a balanced view.
- Provide supporting data to prove your points.
- Make your speech interesting by adding elements of humour.
- Use language that is easily understood. Keep sentences short and simple.
- Sum up your ideas; give suggestions/remedies to improve the situation.
- Thank the audience and organizers.

REMEMBER

- Do not be aggressive in manner, words or gestures.
- Be neither rude and offensive nor meek and mild.
- Enunciate your words clearly. Maintain a normal volume. Do not scream into the mic.

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A sample speech is given below.

Greeting

Good morning, esteemed Chief Guest, the Head Master, teachers, dear friends and invitees. I am Shobha, Secretary of GO GREEN, the Environment Club of our school. Today, I stand before you to share my views on the topic.

Introducing Topic

Stopping pollution is the best solution

Introduction with a shocking observation

We humans have always deceived ourselves by thinking that someone else will save our planet. Can you imagine...for the past 200 years we have been conquering nature, and now...we are beating it to death by constantly polluting it. The Earth is not dying, it is being killed and the people who are killing it have names and addresses.

Factors and causes

All the human actions in this modern world directly impact the whole ecosystem. ....
....

Measures or steps

Because of over-population, the number of various chemical elements is increasing in the atmosphere which ultimately causes irregular rainfall and global warming. And who is responsible?

Summing up

....
....
Let us do our bit. Let us walk or cycle to our work places/school. Let us not use plastic bags. Let us all keep our surroundings clean and plant at least one tree.

Thanking

....
....
....
....

PROJECT

H. A Class of Superheroes

'CHANGE IS NEEDED, AND IT IS NEEDED NOW'. Let's meet a class of superheroes who have taken simple sustainability projects upon themselves to tackle the environmental problems in their campus.

GAYATHRI

She wants to set a compost pit in her school with the leaves collected in the school playground.

MANI

Waste is a deterrent to learning. School needs to be clean and environmentally healthy for learning.



ARAVINTH

He wishes to build a boundary wall of Banyan and Neem trees. He also wants to install a solar panel on trees in his village to produce clean energy

BENAZIR

She wants the waste collected in her school to be segregated into biodegradable and non-biodegradable.

RAMYA

Wants free water pumps and a filtration system to be installed in her school.

Waste is a giant that is becoming bigger by the day. It is going to harm the future generations even more than the current ones. The problems may be varied but there is a common approach to solve all of them.

Now it is your turn to work towards making your school sustainable and environmental friendly. Keep your project simple. The above are a few ideas; you are free to add your own ideas.

Guidelines

- Start an eco-club.
- Brainstorm and arrive at viable proposals for the project with the help of your teacher (such as one focussing on composting, energy-awareness, kitchen garden or recycling of water).
- Form appropriate groups and a students' council to head the same according to the proposal taken.
- You need the right team to build confidence in an idea and ultimately execute it.
- Design a project manual which explains the requirements.
- Present your project manual and a letter of request to your Head Master to institute a green revolving fund.
- Help your campus conduct an assessment on a periodic basis. (Develop an eco-contest in your campus and groups can compete against each other.)
- Develop a campaign. Write slogans and prepare placards. Organize monthly rallies to create community awareness.
- Explore every avenue for availability of resources. (eg. (a) for a compost pit, students can be asked to collect their kitchen waste and drop it in the compost pit in the campus. (b) for segregations of waste in two bins – red and green (non-biodegradable and biodegradable) – can be placed on each floor.)
- Execute your project and conduct appraisals on a regular basis by your teacher.



I can help the Earth



I will

I will

I will not

I promise

Grammar

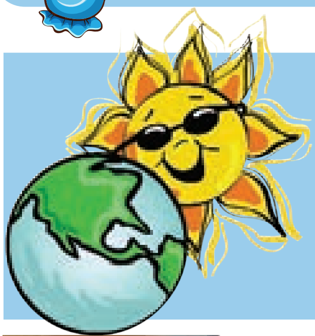
TENSES

PRESENT TENSE

SIMPLE PRESENT
(verb+s/es)



Habits
- I always drink coffee at work.
- He wakes up at 7 a.m. every day.
- They usually eat dinner at home.



General facts/truths
- The Earth revolves around the Sun.
- The Sun rises in the East.
- Water boils at 100°C.



True in the present
- He works in a studio.
- She is sixty years old.
- We live in Chennai.



Future timetables/schedules
- My train arrives tomorrow.
- We fly to Paris on Monday.
- Classes begin next week.

PRESENT CONTINUOUS
(am/is/are+verb+ing)

9TMR1



Temporary actions
I'm working in New York this week.



Happening now
- It is raining.
- I'm eating lunch now.



Trends
More and more people are using cell phones to access the Internet.



Fixed plans
I am meeting my friends after work.



Longer actions in progress now
- She is studying to become a doctor.
- He is training for a marathon.

PRESENT PERFECT
(has/have+past participle)





Duration from the past until now

He has been a teacher since 2002.



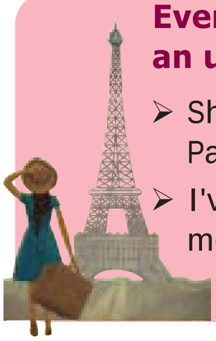
Action completed in the immediate past

- We have planned the meeting for next week.
- I have joined the duty.
- She has completed the home work.



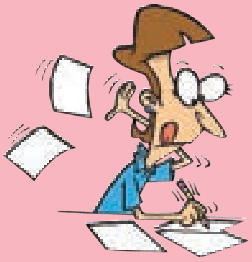
Change over time

- Your English has improved since the last time we met.
- My niece has grown a lot in the past year.



Event in the past at an unspecified time

- She has been to Paris.
- I've seen that movie.



Repeated events in the past until now

- We have had four exams so far in this semester.
- I've been to this restaurant many times since I moved next door.

PRESENT PERFECT CONTINUOUS
(has/have+been+verb+ing)



Duration from the past until now

He has been teaching for ten years.



Actions going on for a period of time

It has been raining. The sidewalk is wet.

Actions happening recently (lately)

She has been exercising a lot recently.



Temporary actions

I've been practicing for five years.



PAST TENSE

SIMPLE PAST
(past form of the tense)

Series of completed actions

- He sat down, took out a notebook and pen, and started writing.
- He entered the room, turned in my direction, and smiled at me.



Habits in the past

- John played the piano when he was a child.
- I was good at dancing when I was a teenager.



Completed action in the past

- Sarah baked a cake yesterday.
- I went to bed at 10 last night.
- We ordered pizza on Friday.



Duration in the past

- He stayed up all night.
- We lived in Chicago for a year.
- We played baseball all day.



PAST CONTINUOUS
(was/were+verb+ing)

Action before & after a specific time

Yesterday at noon, I was eating lunch.



To start a story / create an atmosphere

While I was driving to work yesterday...



Repeated action (often with "always")

My last roommate was always leaving dirty dishes in the sink.



Interrupted continuous past action

I was watching a movie when she called.



Parallel actions

I was reading while my brother was playing guitar.



PAST PERFECT (had+past participle)

An action completed before a past action
When we arrived, the class had already begun.





In the Third Conditional of "if"
If it had rained, I would have bought an umbrella.

Reported speech
My student said that he hadn't done his homework.





A period of time before an event in the past
We had owned our house for twenty years before we sold it

PAST PERFECT CONTINUOUS
(had+been+verb+ing)

Continued action in the past, before an action in the past
He had been waiting for an hour when she finally arrived.



Cause of something in the past
He went on a diet because he had been eating too much.



"If"- impossible condition
If I had been paying attention, I wouldn't have got into an accident.



Reported speech
She said that John had been helping her study for months.



FUTURE TENSE

SIMPLE FUTURE
(shall/will + verb)



- Someone is at the door. I'll see who it is. *(at the present moment)*
- I will help you with your homework tonight. *(promise/offer)*
- She won't tell me her password. *(refusal)*

Willingness: *(will + verb)*

My Mother will get a Foot Ball today

Future Fact: *(will + verb)*





Plan or Intention *(be going to + verb)*

- I'm going to watch a movie tonight.
- He's going to have a party this weekend.



Prediction

- It is cloudy. It's going to rain. *(evidence)*
- You'll go abroad someday. *(opinion)*

FUTURE CONTINUOUS
(shall/will +be + verb+ing)

- They'll be coming to visit us next week.
- I will be waiting for you when you arrive tonight.
- She will be watching TV, and he will be cooking dinner.
- While he cooks dinner, she will be watching TV.



- When I enter the class, the teacher will be teaching, some students will be taking notes, and my best friend will be trying to stay awake.
- She will be taking an exam at 2 p.m. tomorrow, so don't call her then.

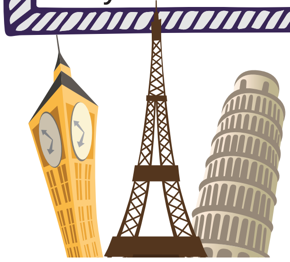
FUTURE PERFECT
(shall/will+ have + past participle)

A completed action before something in the future



- By the time you arrive, I will have finished the project.
- By next summer, she will have graduated from college.

Duration before something in the future



- By Friday, she will have had my car for a whole week.
- She will have been in Paris for six months by the time she leaves.

Question form



- Do you think you will have finished the project before I arrive?
- Will she have graduated from college by then?
- What will you have done by the end of your time here?

Negative statements



- By this time tomorrow, she won't have had enough time to finish the essay.
- By 2020, I won't have completed my PhD.

FUTURE PERFECT CONTINUOUS
(shall/will+have been + verb+ing)



1 Cause of something in the future



- Her English will be excellent by the time she visits the U.S. because she will have been studying it for five years.
- He will be tired by the time he arrives because he will have been travelling all day.

2 Duration before something in the future

- He will have been waiting for an hour when she finally arrives.
- She will have been working at the company for ten years by the time I retire.

Simple Present Tense

A. Choose the correct form of the present tense verb from the options given.

1. All children __________ something new every day. (learn/ learns/ learned)
2. A good student always ________ hard. (work / works / worked)
3. Engineers ___________ bridges. (build / builds / built)
4. My sister is an architect. She __________ skyscrapers. (design/ designs / designed)
5. The Himalayas ______________ India from the cold winds. (protect/ protects/ protected)
6. It always ________ here in the afternoon. (drizzle / drizzles / drizzled)
7. My mother _____________ in a factory. (work/ works/ worked)
8. Kamali ________ English very well, but she doesn't understand Hindi. (speak/ speaks/ spoke)
9. Cows __________ us milk. (give/ gives/ gave)
10. The trains to Chennai always _________ on time. (run / runs / ran)

Present Continuous Tense

B. Make sentences in the present continuous tense using the verb given in brackets.

1. Who is that boy ________ on the table? (stand)
2. What are you __________? (do)
   I __________ (listen) to music.
3. My brother __________ (work) in London now.
4. I _____________ (wait) for my mother.
5. It is better not to disturb her, she ____________ (work).

C. What are they doing? Use the verbs below and write sentences.

eat cry play read sing watch


Galen


Anu

Ex. Galen is eating.

1. ___________
2. ___________
3. ___________
4. ___________
5. ___________


Peter


Sudhan


Kalai


Velu

D. Look at the picture again and answer the questions.

1. Is Galen reading? _______________
2. Is Velu eating? _______________
3. Is Kalai dancing? _____________
4. Is Peter watching TV? __________
5. Is Anu crying?_________________

E. Write the –ing form of the verbs.

1. Come _______	4. Swim _______
2. Take ________	5. Study _______
3. Fly _________	6. Read _______

F. Write negative sentences.

1. He is learning to read.

____

2. I am having a bath.

____

3. I'm reading a fantastic book.

____

4. Raja is driving a new car.

____

5. I'm looking for my bag.

____

G. Write questions for the answers.

1. __________________?

No, they aren't singing.

2. __________________?

Yes, She is writing a new book.

3. __________________?

Yes, It is working.

4. __________________?

No, he isn't doing the project.

5. __________________?

Yes, We are palning to go.

H. Fill in the blanks with verbs in the present continuous.

1. You ___________ (listen) to the music.
2. He ________________________ (cry).
3. I _________ (swim) in the pool.
4. Latha_______ (wait) for her daughter.
5. _________ she ________ (watch) TV?
6. Who _________ he __________ (help)?
7. Her father ________ (not/cook) dinner.
8. Akila ___________ (not/sing) a song.
9. My brother ____(not/do) his homework.
10. ______your mother ____(work) today?
11. Amutha and Praba _____ (play) tennis.
12. Amith and Ravi ___ (not/swim) in the lake.

I. Make sentences in the present perfect tense using the verbs in brackets.

1. She ____________ to anybody.

   (never apologized, has never apologized, have never apologized)

2. My mother __________________ to London.

   (has been, being in, have been)

3. I ___________ all the plays of Shakespeare.

   (read, had read, have read)

4. Have you ___________ your lunch?

   (finish, finished, had finished)

5. _____________ he brought his bike?

   (Had, Has, Have)

J. Present perfect with "ever and never"

Have you ever...?

Question: Have you ever eaten a kiwi fruit?

Answer: Yes, I have eaten a kiwi fruit.
Or No, I have never eaten a kiwi fruit.

Activity	Yes, I have (name)	No, I have never. (name)
... been to Ooty		
... travelled by plane		
... visited a museum		
...tried swimming in sea		
... gone hiking		
... sung karaoke		
.... lost money		
...... taken a cold shower in winter		
... listened to French music		
... eaten a peach		

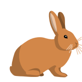
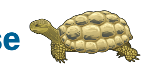
K. Present Perfect Continuous Tense

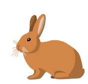
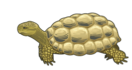
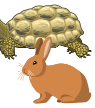
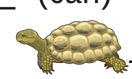
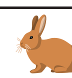
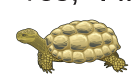
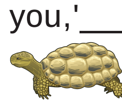
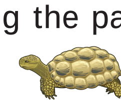
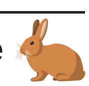
Make sentences in the present perfect continuous tense using the verbs in brackets.

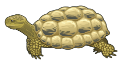
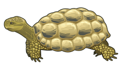
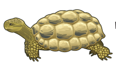
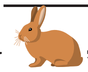
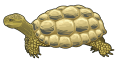
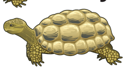
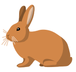
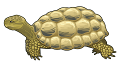
1. How long ___________ ? (are you waiting, have you been waiting, have you waited)
2. She ____________ in the garden since morning. (is working, has been working, work)
3. I ________________ this mobile for three years. (am using, has used, have been using)
4. The children ____________ in the park. (has been playing, have been playing, had been playing)
5. The workers ______ higher wages for a long time. (has been demanding, have been demanding, demand)

Simple Past Tense

L. Complete the story using the past tense of the verbs.

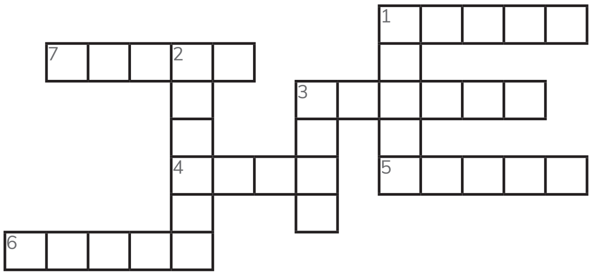
 **The Hare and the Tortoise** 

One day a  and a  decided to have a race. The  ________(know) that the  __________ (can) run faster than him. But the ________ (be) more intelligent than the . 'Yes, I'll race you,'__________ (say) the . The  _______ (have) a clever plan. He______ (find) his brothers and sisters and he______ (tell) them to wait in different places along the path of the race. So they all______ (hide) behind the trees along the path. The race______ (begin)! The  ______ (run) as fast as possible. But the  ______ (be) faster, of course. 'This will be a very easy race', ______ (think) the . So the  __________(decide) to rest, and he quickly ____ (fall) asleep at the side of the road. Suddenly, the  ______ (wake up)

and he______ (see) a  ahead of him! 'How did he get ahead of me?' the  asked himself. In fact, it______ (be) not his friend the  : it ______ (be) the  's sister. But to a , all tortoises look the same. The ______ (run) past the  easily. Soon, he______ (cannot) see the  , so he______ (sit) down to rest. Then the  ______ (get up) and continued the race. But as the  ______ (turn) around the last corner before the finish line, his friend the  crossed the line and______ (win) the race!

M. Finish each clue by changing the verb within brackets to an irregular past-tense verb.

Then complete the crossword puzzle.



Across

1. The lake (freeze) ________ overnight.
3. Hema (buy) _________ a new bicycle.
4. Aravind (give) ____ me a slice of pizza.
5. We (drink) _________milk.
6. The dog (sleep) _________ on the sofa.
7. He (write) ____________ a letter to his cousin in America.

Down

1. I (find) ________ a coin on the ground.
2. Tony (teach) __________ his cat to use the litter box.
3. Selvi (blow) ____________ out the candle.

Past Continuous Tense

N. Make sentences in the past continuous tense using the verb in brackets.

1. The children ___________ (wait) for the bus.
2. The girls _______ (learn) their lessons.
3. I __________ (play) in the rain all evening.
4. Vijay __________ (repair) his car.
5. Hari _____________ (work) hard to pass the entrance examination.

Past Perfect Tense

O. Complete the sentences using the past perfect tense.

1. Kalai didn't complete his homework because ___________.
2. By the time Sundar got up ________.
3. When we reached the park, __________.
4. Saralah didn't want to see her ___________ .
5. Manohar was laughing because _____________.

Past Perfect Continuous Tense

P. Circle the correct verb form in each of the following sentences.

1. Ezhil *baked / had been baking* a cake when they came.
2. Veeran *cleaned / had been cleaning* the room since morning.
3. We *worked / had been working* in the city for ten years before we moved to the village.
4. The cat *had been waiting/was waiting* for the mice to come out of its hole.
5. Kannan *had been looking/ have been* looking for a job for a long time.

Simple Future Tense

Q. Complete the sentences using the correct form of the verbs in brackets.

1. We hope you ___________ (have) a great time in Ooty.
2. I think Manju ____________ (visit) her grandparents during the vacation.
3. Be careful, that mirror ______ (fall) on the floor.
4. As soon as my father arrives, we ___________ (go) to watch the film.
5. When your train arrives, I __________ (wait) for you at the station.

Future Continuous Tense

R. Make sentences in the future continuous tense using the verb in brackets.

1. Ashwin __________ (complete) M.B.A. in another two years.
2. I ____________ (go) to Thanjavur by this time tomorrow.
3. Prabha __________ (receive) the best student award in six months' time.
4. The plane _______ (leave) at 3 o'clock.
5. He _________ (attend) the conference.

S. What is Amala going to do? Given below is Amala's schedule for next week. Read it and answer the questions using the future continuous tense.

Amala's Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	Doctor's appointment	Meet friends	Return library books	Attend NCC camp	Go to park	Clean house	Visit grandmother
Afternoon	Buy groceries for the week	Go to computer class	Go to nursery garden	Learn music	Do gardening	Prepare sweets	Go to the zoo with nephew
Evening	Watch TV	Do gardening	Dinner with friends	Do ironing	Play with friends	Movie with parents	Relax at home

1. What will Amala do on Sunday morning?
2. What is Amala planning to do on Saturday afternoon?

3. Where is Amala going on Wednesday morning?
4. Who is Amala meeting on Tuesday morning?
5. What will she buy on Monday afternoon?

Future Perfect Tense

T. Match words from the different columns to make reasonable predictions. Then write them down in the space below. One has been done as an example.

	10				have launched a space centre in moon.
			women		
					have become one country.
				will	
					have reached 10 billion.
	50		the ice caps		
					have melted.
			UK		
					have become the world's richest country.
In		years			
			India		
	100				
			the world's population		have obtained equal rights with men.
			China	will not (won't)	
	1000				have discovered a complete cure for cancer.
			scientists		

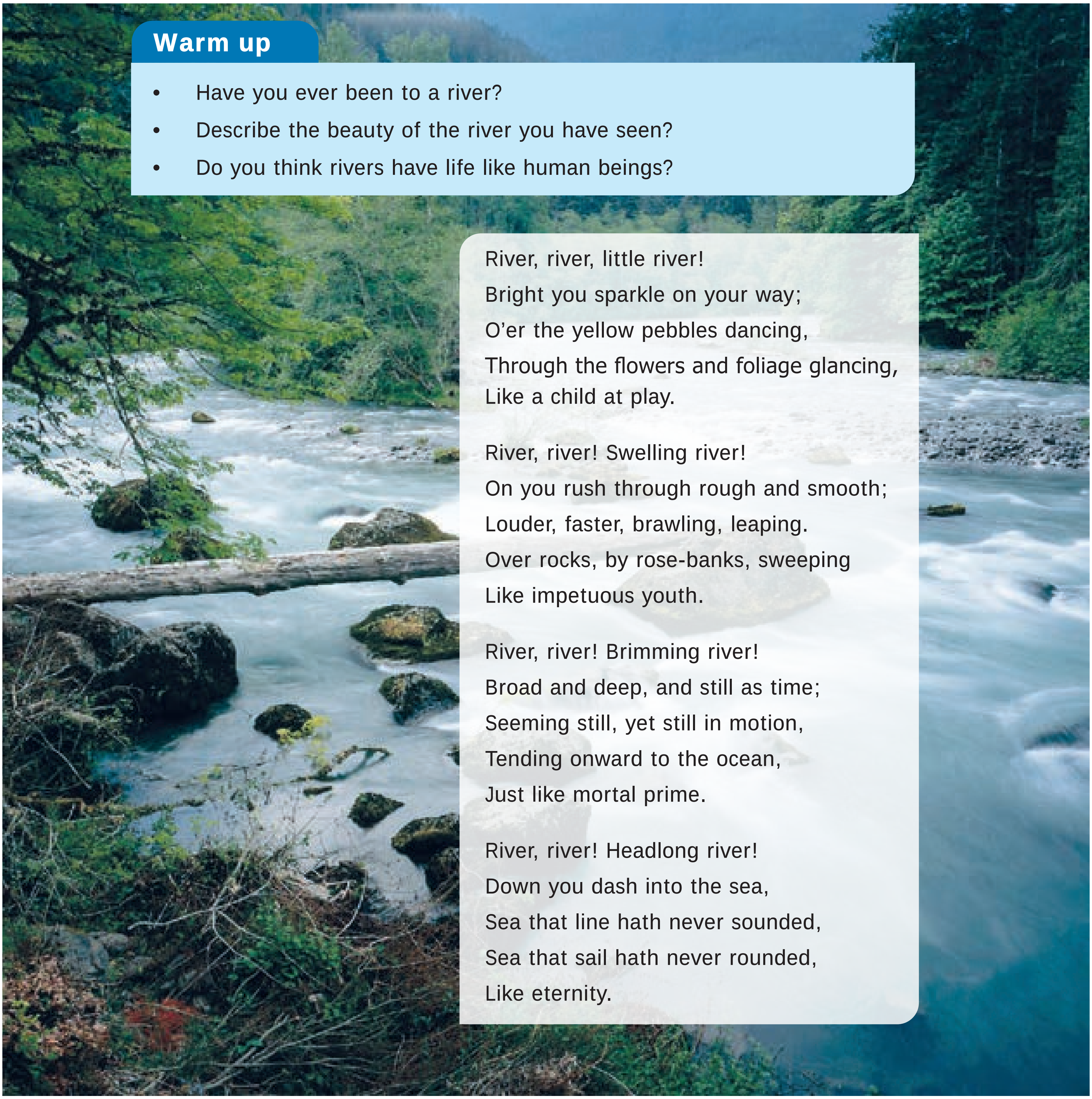
Write the sentences.

1. In 50 years the ice cap will have melted.
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

Unit 5 Poem

*The River

Caroline Ann Bowles



Warm up

- Have you ever been to a river?
- Describe the beauty of the river you have seen?
- Do you think rivers have life like human beings?

River, river, little river!
Bright you sparkle on your way;
O'er the yellow pebbles dancing,
Through the flowers and foliage glancing,
Like a child at play.

River, river! Swelling river!
On you rush through rough and smooth;
Louder, faster, brawling, leaping.
Over rocks, by rose-banks, sweeping
Like impetuous youth.

River, river! Brimming river!
Broad and deep, and still as time;
Seeming still, yet still in motion,
Tending onward to the ocean,
Just like mortal prime.

River, river! Headlong river!
Down you dash into the sea,
Sea that line hath never sounded,
Sea that sail hath never rounded,
Like eternity.

About the Poet

Caroline Ann Bowles (1786-1854) was an English poet and the wife of Robert Southey, the poet laureate of Britain. She was a poet of great merit and produced some of the best work at the threshold of the Victorian era. She wrote various other works including *'The Little Ladybird', 'Chapter on Churchyard'* and *'Tales of the Factories'.*

Glossary

foliage (n) : a cluster of leaves, flowers and branches

glancing (adj) : touching or hitting something lightly from the side, without causing much damage

swelling (adj) : becoming greater in intensity or volume

rose-banks (n) : riverbanks where roses (flowers) appear along

impetuous (adj) : acting quickly and without thought or care

tending (adj) : going in a particular way

headlong (adv) : with the head first and the rest of the body following

hath (v) : in the past, the third person singular form of the word 'have'.

eternity (n) : life continuing without end after death

A. *Memorise the poem 'The River'

B. Read the following lines and answer the questions given below

1. *O'er the yellow pebbles dancing,*
   Through the flowers and foliage glancing
   a) How does the river flow?
   b) What is meant by 'foliage'?

2. *River, river! Swelling river!*
   On you rush through rough and smooth;
   a) Why does the poet mention the river to be swelling?
   b) What are the surfaces the river flow through?

3. *Over rocks, by rose-banks, sweeping*
   Like impetuous youth.
   a) Where does the rose grow?
   b) Which stage of man is compared here?

4. *Broad and deep, and still as time;*
   Seeming still, yet still in motion.
   a) What is broad and deep?
   b) Is the time still?

5. *Tending onward to the ocean,*
   Just like mortal prime.
   a) Where is the river flowing to?
   b) What does the poet mean by 'mortal prime'?

Poetic Devices

Anaphora is the repetition of a certain word or phrase at the beginning of successive lines of writing or speech.
(e.g.) Sea that line hath never sounded,
Sea that sail hath never rounded

Epithet is an adjective or phrase expressing a quality or attribute regarded as characteristic of the person or the thing mentioned.
(e.g.) Little river.

Imagery is the name given to the elements in a poem that sparks the senses. It need not be only visual, it can relate any of the five senses (sight, hearing, touch, taste, smell)
(e.g.) yellow pebbles.

C. Read the following lines and answer the questions

1. *Bright you sparkle on your way;*
   O'er the yellow pebbles dancing,
   Through the flowers and foliage glancing,
   Like a child at play.
   Pick out the rhyming words.

2. Mention the rhyme scheme of the poem.

3. *Through the flowers and foliage glancing,*
   Like a child at play.
   Mention the figure speech used in the above line. Give various other examples from the poem.

4. *Seeming still, yet still in motion*
   a. Pick out the words in alliteration from the above line
   b. Identify other examples from the poem for alliteration.

5. Pick out the examples for epithet from the poem.

6. Pick out the examples for imagery from the poem.

D. Answer the following in a paragraph of about 120-150 words.

1. How does the poet bring about the comparison of life with the river? Explain it with reference to the poem.
2. Describe how the poem clearly describes about the features, functions and destructive power of the river.

E. Based on your understanding of the poem, complete the summary of the poem by choosing the words/phrases given below.

prime phase, the yellow pebbles, motionless, stages of human life, sweeping, child, journey, reckless youth.

In the poem 'The River', the poet compares the flow of the river with different__________________. The first stanza explains how the sparkling river goes dancing over _______________ and glancing through the flowers and leaves. These acts of the river is compared to a curious and innocent _______ at play. The second stanza compares the river to a _______________ who goes through rough and smooth patches of life. Like a youth, here the river becomes louder, faster and ___________ everything all along the way. In the third stanza, the river becomes like a hard working man who is at the _____________ of the life. Here the deep and broad river seems ____________ but it keeps moving towards the sea like a matured man who silently marches towards the goal. In the last stanza the long ___________ of the river reaches the endless sea like a human life attains eternity.



Read and enjoy

Nature, The Gentlest Mother

Emily Dickinson

Nature, the gentlest mother,
Impatient of no child,
The feeblest or the waywardest,
Her admonition mild

In forest and the hill
By traveller is heard,
Restraining rampant squirrel
Or too impetuous bird.

How fair her conversation,
A summer afternoon, --
Her household, her assembly;
And when the sun goes down

Her voice among the aisles
Incites the timid prayer
Of the minutest cricket,
The most unworthy flower.

When all the children sleep
She turns as long away
As will suffice to light her lamps;
Then, bending from the sky

With infinite affection
And infiniter care,
Her golden finger on her lip,
Wills silence everywhere.

Unit 5 Supplementary

Little Cyclone: The Story of a Grizzly Cub

William Temple Hornaday

Warm Up

Work with a partner and discuss the following questions. Share your views with the class.

- Why are some animals endangered?
- Why do wild animals from the forest often enter the human living spaces?
- Are animals happy in wild life rehabilitation centres?
- Can a rehab animal survive in the wild?
- How many types of bear do you think are there living in the world today?

Now, read this story about a young bear cub that bravely fended off a possible attack from much bigger and ferocious fellow animals in a Zoological park. Willpower and self-confidence triumph over brute strength.

We find little kids hugging their teddies and not parting from them even when they sleep. Perhaps the warm and furry appearance of the bear attracts them and offers them comfort.They love the doll so much that they spend their time feeding it, dressing it up and holding it to their bosom.

Little kids cry when they are separated from their mothers. Mothers too would not allow their children to be taken away from them.

How do you think animals would behave when they are isolated from their families?

Here is an interesting story of a young grizzly bear which proved its strength and grit, not wishing to be cowed down or dominated by other bigger bears.



Little Cyclone is a grizzly cub from Alaska, who earned his name by the vigour of his resistance to ill-treatment. When his mother was fired at, on a timbered hillside facing Chilkat River, he and his brother ran away as fast as their stumpy little legs could carry them. When they crept where they had last seen her, they thought her

asleep; and cuddling up close against her yet warm body they slept peacefully until morning.

Before the early morning sun had reached their side of the mountains, the two orphans were awakened by the rough grasp of human hands. Valiantly they bit and scratched, and bawled aloud with rage. One of them made a fight so fierce and terrible that his nervous captor let him go, and that one is still on the Chilkoot.

Although the other cub fought just as desperately, his captor seized him by the hind legs, dragged him backwards, occasionally swung him around his head, and kept him generally engaged until ropes were procured for binding him. When finally established, with collar, chain and post, in the rear of the saloon in Porcupine City, two-legged animals less intelligent than himself frequently and violently prodded the little grizzly with a long pole "to see him fight." Barely in time to save him from insanity, little Cyclone was rescued by the friendly hands of the Zoological Society's field agent, placed in a comfortable box, freed from all annoyance, and shipped to New York.

He was at that time as droll and roguish-looking a grizzly cub as ever stepped. In a grizzly-gray full moon of fluffy hair, two big black eyes sparkled like jet beads, behind a pudgy little nose, absurdly short for a bear. Excepting for his high shoulders, he was little more than a big bale of gray fur set up on four posts of the same material.

But his claws were formidable, and he had the true grizzly spirit.

The Bears' Nursery at the New York Zoological Park is a big yard with a shade tree, a tree to climb, a swimming pool, three sleeping dens, and a rock cliff. It never contains fewer than six cubs, and sometimes eight.

Naturally, it is a good test of courage and temper to turn a new bear into that roistering crowd. Usually a newcomer is badly scared during his first day in the Nursery, and very timid during the next. But grizzlies are different. They are born full of courage and devoid of all sense of fear.



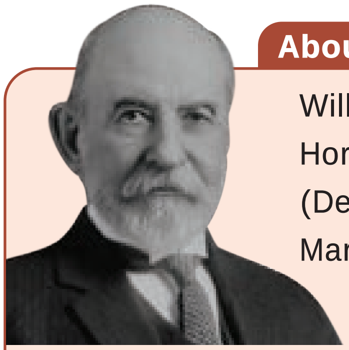
When little Cyclone's travelling box was opened, and he found himself free in the Nursery, he stalked deliberately to the centre of the stage, halted, and calmly looked about him. His air and manner said as plainly as English: "I'm a grizzly from Alaska, and I've come to stay. If any of you fellows think there is anything coming to you from me, come and take it."

Little Czar, a very saucy but good-natured European brown bear cub, walked up and aimed a sample blow at Cyclone's left ear. Quick as a flash, outshot Cyclone's right paw, as only a grizzly can strike, and caught the would-be hazer on the side of the head. Amazed and confounded, Czar fled in wild haste. Next in order, a black bear cub, twice the size of Cyclone, made a pass at the newcomer, and he too received so fierce a countercharge that he ignominiously quit the field and scrambled to the top of the cliff.

Cyclone conscientiously met every attack, real or feigned, that was made upon him. In less than an hour it was understood by every bear in the Nursery that, that queer-looking gray fellow with the broad head and short nose could strike quick and hard, and that he could fight any other bear on three seconds' notice.

From that time on Cyclone's position has been assured. He is treated with the respect that a good forearm inspires, but being really a fine-spirited, dignified little grizzly, he attacks no one, and never has had a fight.

About the author



William Temple Hornaday, Sc.D. (December 1, 1854 - March 6, 1937) was an American zoologist, conservationist, taxidermist, and author. He was a pioneer in the early wild life conversation movement in the United States. During his life time he published many books and articles on the need for conservation of wild llife

Glossary

stumpy (adj.): short and thick

bawled (v) : cried noisily

procured (v) : obtained

prodded (v) : dug, poked

droll (adj.) : curious and amusing

pudgy (adj.) : short and fat

formidable (adj.) : dangerous

roistering (v) : celebrating noisily

stalked (adj.) : walked stiffly with pride

saucy (adj.) : cheeky, impertinent

hazer (n): a person who drives cattle while on horseback

confounded (adj.) : confused

ignominiously (adj.) : shamefully

conscientiously (adv.) : carefully and meticulously

feigned (adj.) : faked, not genuine

Vocabulary

A. Use the following phrases in sentences of your own.

earn one's name	in the rear of
to see one fight	devoid of
air and manner	quick as a flash
in wild haste	make a pass

B. Now refer a dictionary and find idioms on the following animals, birds and insects. Learn their meanings and share what you have learnt with your class. Try to frame illustrative sentences with those idioms. Find opportunities to use them in your everyday conversations.

lion	mouse	parrot	fox
hawk	snake	monkey	dog
snail	bee		

C. Based on your reading, answer the following questions in a paragraph of about 100—150 words each.

1. Describe the appearance of Little Cyclone.
2. What does the fight Little Cyclone and his brother put up, tell you about the nature of grizzly bears?
3. "If any of you fellows think there is anything coming to you from me, come and take it". How did Little Cyclone prove this?
4. Describe the confrontation between Little Czar and Little Cyclone.

D. Telling the Story Again.

Little Cyclone was a grizzly cub from ____________earned his name ____________ When his mother was fired at, they ____________The next day at sunrise the two orphans found themselves at ____________ One of them escaped ____________ So the captor let him go. But the other cub was ____________ and taken to the ____________ at New York. The Zoological Park had ____________ Usually a newcomer is badly scared on his first day but ____________ When the box was opened he stood up with courage________________Cyclone courageously met every____________ In less than an hour all the other bears understood ____________ From then on Little Cyclone's position was ____________.

E. Choose the correct answer.

1. Little Cyclone is a grizzly cub who earned his name by his ____________

a) appearance and behaviour.

b) vigour of resistence to ill-treatment.

c) speed and courage.

d) escape from a cyclone.

2. The nervous captor let one bear go because ________________

a) he was afraid of bears.

b) he did not have proper equipment to seize him.

c) the bear fought so fiercely.

d) the bear escaped and ran away.

3. Little Cyclone was rescued by the ____________

a) members of the Blue Cross.
b) friendly hands of the Zoological Society.
c) members of the National Zoo.
d) volunteers from New York.

4. Little Czar was a ___________

a) good natured European brown bear.
b) grizzly cub from Alaska.
c) furry little Polar bear.
d) North American black bear.

5. Little Cyclone will fight any other bear in ____________ notice.

a) 10 minutes
b) 15 minutes
c) 03 seconds'
d) 10 seconds'

F. Learn the following idioms on bears.

Sl. No.	IDIOM	MEANING
1.	hungry as a bear	being very hungry
2.	gruff as a bear	being unsociable, speaking in a very abrupt, rude way
3.	take the bear by the tooth	put oneself in a dangerous position
4.	as busy as a hibernating bear	remaining idle
5.	a bear hug	put one's arms around someone and hug them affectionately
6.	a bear market	a period of time when investors are more likely to sell rather than buy shares

DO YOU KNOW?

In 1902, American President Theodore Roosevelt also known as Teddy participated in a bear-hunting trip in Mississippi. While hunting, Roosevelt declared the behavior of the other hunters “unsportsmanlike" after he refused to kill a bear they had captured.



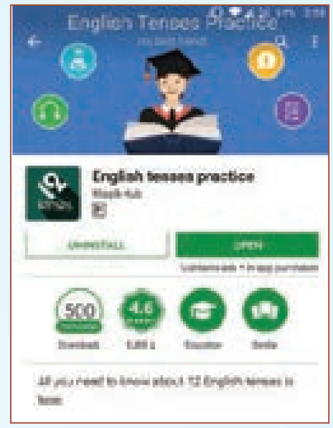
As news of the hunting trip spread, many newspapers around the country featured political cartoons starring “Teddy" and “the bear."

Meanwhile, in Brooklyn, New York, a shop owner named Morris Michtom saw one of the cartoons and had an idea. Michtom and his wife created plush, stuffed bears and placed them in the front window of their shop. With permission from Roosevelt, Michtom named the bears “Teddy bears".

ICT CORNER

Tenses

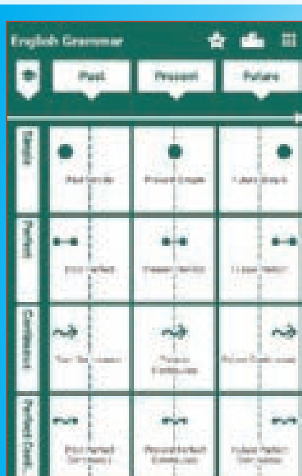
There are twelve types of tenses in English. This application will enable the students to learn more about tenses and their usages. Students can also practice themselves with the activities provided in the application.



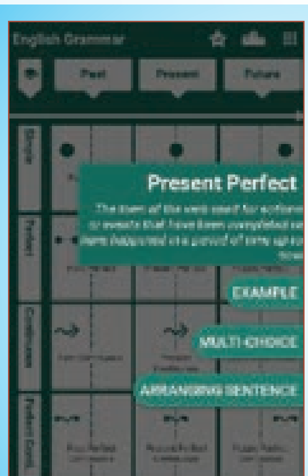
English Tenses Practice

Steps

1. Install the application with the help of the link or the QR code given below.
2. Open the application to find 12 tiles for 12 tenses.
3. Click any of the tiles to find the explanation about the tense.
4. Click the "EXAMPLE" icon to find examples for the specific tense.
5. Also click "MULTI-CHOICE" icon or "ARRANGING SENTENCE" icon to practice the exercises.



Steps 1



Steps 2



Steps 3



Steps 4

Download Link

Type the following link in your browser or click or scan the QR code to download the application and install it.

https://play.google.com/store/apps/details?id=vn.magik.englishgrammar

Unit 6 Prose

From Zero to Infinity

Biography of Srinivasa Ramanujan

Warm up

Solve this

	2	4	
1			3
4			2
	1	3	

❖ Did you enjoy solving this?

❖ Was it easy or hard to solve?

❖ Do you like Mathematics? Give reasons.

The arithmetic class was in progress. The teacher was solving questions on division. On the blackboard were drawn three bananas.

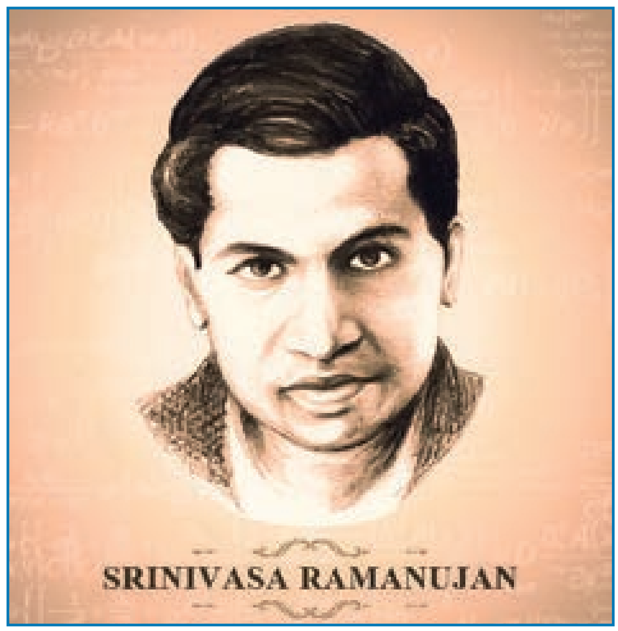
"We have three bananas," the teacher said, "and we have three boys. Can you tell me how many each will get?"

A smart boy in the front row replied, "Each will get one."

"Right," the teacher said. "Now, similarly, if 1,000 bananas are distributed among 1,000 boys, each will get one, isn't that so?"

While the teacher was explaining, a boy sitting in one corner raised his hand and stood up. The teacher stopped and waited for the boy to speak.

"Sir," the boy asked, "If no banana is distributed among no one, will everyone still get one banana?" There was a roar of laughter in the class. What a silly question to ask!



"Quiet!" the teacher said loudly and thumped the desk. "There's nothing to laugh at. I will just explain what he means to say. For the division of bananas, we divided three by three, saying that each boy will get one banana. Similarly, we divided 1,000 by 1,000 to get one. What he is asking is that if zero banana is divided among zero, will each one get one? The answer is 'no'. Mathematically, each will get an infinite number of bananas!"

Everyone laughed again. The boys understood the trick, arithmetic had played upon them. What they could not understand was why the teacher later complimented the boy who had asked that absurd question.

The boy had asked a question that had taken mathematicians several centuries to answer. Some mathematicians claimed that zero divided by zero was zero. Others claimed it to be unity. It was the Indian mathematician Bhaskara who proved that it is infinity. The boy who asked the intriguing question was Srinivasa Ramanujan. Throughout his life, whether in his native Kumbakonam or Cambridge, he was always ahead of his mathematics teachers.

- What was the reaction of the classmates to Ramanujan's question?
- What did the Indian mathematician Bhaskara prove?

Ramanujan was born in Erode in Tamil Nadu on December 22, 1887. His father was a petty clerk in a cloth shop. From early childhood it was evident that he was a prodigy. Senior students used to go to his dingy house to get their difficulties in mathematics solved. At the age of 13, Ramanujan was lent a book on advanced trigonometry written by S.L. Loney. Not only did he master this rather difficult book but also began his own research. He came forth with many mathematical theorems and formulae not given in the book, though they had been discovered much earlier by great mathematicians.

The most significant turn came two years later when one of his senior friends showed him the book *A Synopsis of Elementary Results in Pure Applied Mathematics,* a collection of 4,865 formulas and theorems without proof by G.S. Carr. For a boy of 16 the title itself must be frightening, but Ramanujan was delighted. He took the book home and began to work on the problems given in it. This book triggered the mathematical genius in him.

Mathematical ideas began to come in such a flood to his mind that he was not able to write all of them down. He used to do problems on loose sheets of paper or on a slate and jot the results down in notebooks. Before he went abroad he had filled three notebooks, which later became famous as Ramanujan's *Frayed Notebooks.*

- Where did Ramanujan get S.L. Loney's book on Trigonometry?
- Where did Ramanujan do his mathematical problems?

Although Ramanujan secured a first class in Mathematics in the matriculation examination and was awarded the Subramanyan Scholarship, he failed twice in his first-year arts examination in college, as he neglected other subjects such as History, English and Physiology. This disappointed his father. When he found the boy always scribbling numbers and not doing much else, he thought Ramanujan had gone mad.

Ramanujan began to look for a job. He had to find money not only for food but for papers as well to do his calculations. He needed about 2,000 sheets of paper every month. Ramanujan started using

even scraps of paper he found lying on the streets. Sometimes he used a red pen to write over what was written in blue ink on the piece of paper he had picked up.

Unkempt and uncouth, he would visit offices, showing everyone his frayed notebooks and telling them that he knew mathematics and could do a clerical job. But no one could understand what was written in the notebooks and his applications for jobs were turned down.

Luckily for him, he at last found someone who was impressed by his notebooks. He was the Director of Madras Port Trust, Francis Spring, and he gave Ramanujan a clerical job on a monthly salary of ₹25. Later some teachers and educationists interested in Mathematics initiated a move to provide Ramanujan with a research fellowship. On May 1, 1913, the University of Madras granted him a fellowship of ₹75 a month, though he had no qualifying degree.

- What were the subjects neglected by Ramanujan in college?
- Which University granted him a fellowship of ₹75 a month?

A few months earlier, Ramanujan had sent a letter to the great mathematician G. H. Hardy, of Cambridge University, in which he set out 120 theorems and formulae. Among them was what is known as the *Reimann Series*, a topic in the definite integral of Calculus. But Ramanujan was ignorant of the work of the German mathematician, George F. Riemann, who had earlier arrived at the series, a rare achievement. Also included was Ramanujan's conjecture about the kind of equations called "modular". Pierre Deligne subsequently proved this conjecture to be correct.

It did not take long for Hardy and his colleague, J.E. Littlewood, to realise that they had discovered a rare mathematical genius. They made arrangements for Ramanujan's passage and stay at Cambridge University. On March 17, 1914, he sailed for Britain.

- What did Ramanujan send to G.H. Hardy?
- Who discovered a rare mathematical genius in Ramanujan?

Ramanujan found himself a stranger at Cambridge. The cold was hard to bear and being a vegetarian, he had to cook his own food. However, he continued his research in Mathematics with determination. In the company of Hardy and Littlewood, he could forget much of the hardship he had to endure.

In Ramanujan, Hardy found an unsystematic mathematician, similar to one who knows the Pythagorus theorem but does not know what a congruent triangle means. Several discrepancies in his research could be attributed to his lack of formal education. Ramanujan played with numbers, as a child would with a toy. It was sheer genius that led him to mathematical "truths". The task of proving them, so important in Science, he left to lesser mortals.

Ramanujan was elected, Fellow of the Royal Society on February 28, 1918. He was the youngest Indian to receive this distinguished fellowship. In October that year he became the first Indian to be elected Fellow of Trinity College, Cambridge. His achievements at Cambridge include the Hardy-Ramanujan-Littlewood circle method in number theory, Roger-Ramanujan's identities in partition of integers, a long list of the highest composite numbers, besides work on the number theory and the algebra of inequalities. In algebra his work on continued fractions is considered to be equal in importance to that of great mathematicians like Leonard Euler and Jacobi.

While Ramanujan continued his research work, Tuberculosis, then an incurable disease, was devouring him. Ramanujan was sent back to India and when he disembarked, his friends found him pale, exhausted and emaciated. To forget the agonising pain, he continued to play with numbers even on his death bed.

Besides being a mathematician, Ramanujan was an astrologer of repute and a good speaker. He used to give lectures on subjects like "God, Zero and Infinity".

Glossary

absurd (adj.) - stupid and unreasonable, silly in a humorous way

infinity (n) - unlimited space, time, amount, a number large beyond any limit

intriguing (adj.) - very interesting because of being unusual or mysterious

prodigy (n) - a child who shows a great ability at a young age

dingy (adj.) - a dark and dirty place

Physiology (n) - the branch of biology that deal with the normal functions of living organisms and their parts

unkempt (adj.) - not neat or cared for

uncouth (adj.) - behaving in an unpleasant way

conjecture (n) - an opinion or conclusion formed on the basis of incomplete information.

discrepancy (n) - an illogical or surprising lack of compatibility or similarity between two or more facts

distinguished (adj.) - used to describe a person, respected and admired for excellence

devouring (adj.) - destructively consuming

disembark (v) - to leave a ship, aircraft, etc. after a journey

emaciated (adj.) - very thin and weak, usually because of illness or extreme hunger

agonising (adj.) - causing extreme physical or mental pain

A. Answer the following questions in a sentence or two.

1. Why did the students laugh at Ramanujan?
2. Why did the teacher compliment Ramanujan?
3. What did Ramanujan do after reading the book on Trigonometry?
4. What disappointed Ramanujan's father?
5. How did Ramanujan manage his paper crisis?
6. Why were Ramanujan's application for jobs rejected?
7. Why was Ramanujan sent back to India?

B. Answer the following questions in about 80 – 100 words.

1. Describe the life of Srinivasa Ramanujan in India.
2. Narrate the association of Ramanujan with G.H. Hardy.

C. Match the words with correct Synonym and Antonym from the table.

S.No	Word	Synonym	Antonym
1	distribute	boundless	trivial
2	infinite	commence	sorrow
3	significant	joy	collect
4	delight	guess	clean
5	unkempt	circulate	conclude
6	initiate	messy	fact
7	conjecture	important	measurable

*LISTENING

D. *Listen to the anecdote "Two Geniuses" and narrate it in your own words.

SPEAKING

E. Divide the students into groups of five and conduct a group discussion on the topic "Importance of Mathematics in Our Everyday Life". The teacher will act as a moderator .

READING

Automated Teller Machine (ATM) is an indispensable part of our lives now worldwide!

John Shepherd-Barron once explained that he came up with the idea of cash dispensers in

*Listening text is on Page - 212

1965 while lying in his bath after finding his bank closed. It was then his habit to withdraw money on a Saturday, but on this particular weekend he had arrived one minute late and found the bank doors locked against him.

Later that year, he bumped into the Chief General Manager of Barclays Bank who was about to have lunch. Shepherd-Barron asked him for 90 seconds to pitch his idea for a cash machine.

"I told him I had an idea that if you put your standard Barclays cheque through a slot in the side of the bank, it will deliver standard amounts of money around the clock."

"He said, 'Come and see me on Monday morning'."

Barclays commissioned Shepherd-Barron to build six cash dispensers, the first of which was installed at a branch in the north London suburb of Enfield on June 27, 1967. The first person to withdraw cash was actor Reg Varney, a celebrity resident of Enfield known for his part in a number of popular television series. An early deployment of this device outside of the UK took place in Zurich in November, 1967.



Shepherd-Barron was born at Shillong, India in 1925 to British parents and later served in the Indian Army in Second Airborne division where he taught Gurkhas to parachute.He also invented the PIN by recalling his Indian Army number, he had originally intended to make Personal Identification Number (PIN) six digit long, but reduced the number to four when his wife, Caroline, complained that six was too many. "Over the kitchen table, she said she could only remember four figures, so because of her, four figures became the world standard," he recalled.

All this was possible due to a mathematical prodigy by the name of Srinivasa Ramanujan — A mathematical genius of India. When you put your debit or credit card in the machine and order the machine to dispense the amount of your desire, the machine divides and arranges your money before dispensing it, using Ramanujan's 'Partition Theory'.

F. Answer the following questions based on the given passage.

1. What made John Shepherd-Barron to come up with the idea of ATM?
2. When and where was the first ATM installed?
3. Who was the first person to withdraw cash from the ATM?
4. Why did Shepherd-Barron reduce the PIN number from six digits to four?
5. Which theory of Ramanujan helps the ATMs to dispense cash?

WRITING

Paragraph Writing

A paragraph discusses one idea in detail and aids the development of an overall topic for the essay. Paragraph length will vary depending on the purpose of the paragraph.

Parts of a Paragraph

The basic paragraph consists of three parts:

1. A Topic sentence, 2. Supporting details, 3. A Concluding sentence

Topic Sentence

The main idea of each paragraph is stated in a topic sentence. Generally, the topic sentence is the first sentence of a paragraph. All subsequent points made in the paragraphs should support the topic sentence.

Supporting Details

Supporting details elaborate upon and prove the topic sentence. Supporting details should be drawn from a variety of sources. The following are common sources of supporting details:

- ✓ Expert Opinion
- ✓ Brief Stories
- ✓ Facts and Statistics
- ✓ Research Studies
- ✓ Personal Experiences
- ✓ Interviews

Concluding Sentence

Each paragraph should end with a concluding sentence that ties together the ideas brought up in the paragraph and emphasizes the main idea one last time.

A model paragraph is given below:

An Unconventional Pianist

Glenn Gould is widely regarded as Canada's most famous and eccentric pianist. He is renowned for his recordings of the music of Johann Sebastian Bach. For example, Bach's Goldberg Variations, Gould's first recording, was among the best-selling classical music albums of its time. Gould is also famous for his unusual behaviour. He would only play concerts while sitting on an old chair his father had made, and he usually hummed while he played. Contrary to most pianists, he disliked playing in concert halls, and devoted most of his career to the recording studio until his death in 1982. In brief, Glenn Gould was an unconventional pianist who made a significant impact on the world of music.

Topic Sentence ■ Supporting Detail #1 ■ Supporting Detail #2 ■ Concluding Sentence ■

G. 1. Write a paragraph of 100 – 120 words about a memorable anecdote/incident of your life.

2. Write a paragraph of 100 – 120 words about your favourite personality.

Grammar

Connectors

- We could go to the library **or** the park.
- He **neither** finished his homework **nor** studied for the test.
- I did not go out **because** the weather was hot.

In each of the above sentences, two different ideas are expressed in one sentence. To connect the ideas, some words like *or, neither...nor, because* are used. These words and phrases are called **Connectors.**

A connector may be used to indicate the relationship between the ideas expressed in a clause or a sentence.

The following connectors can be used for different purposes.

Look at the following sentences, how connectors are used.

Adding	Sequencing	Illustrating	Cause and Effect
and also as well as moreover too furthermore additionally	first, second, third finally next meanwhile after then subsequently	for example such as for instance in the case of as revealed by illustrated by	because so therefore thus consequently hence
Comparing	**Qualifying**	**Contrasting**	**Emphasising**
similarly likewise as with like equally in the same way	but however although unless except apart from as long as if	whereas instead of alternatively otherwise unlike on the other hand conversely	above all in particular especially significantly indeed notably

- The man has much money. **However**, he isn't happy at all.
- I like playing football. **On the other hand**, my brother likes playing basketball.
- His family made a lot of effort to make their son's lessons better, **conversely**, he never made any effort.
- She spent four years studying for her law degree. **Meanwhile**, she continued to work at the bank.
- You are not allowed to use your phone here. **Similarly**, you have to switch it off when you are in the library.

A. Complete the following sentences using appropriate Connectors from the box.

moreover	although	meanwhile	therefore	because
as long as	thus	above all	for instance	except

1. Irine felt cold ______________ she was wearing a winter coat.
2. This restaurant has some of the best chefs in the town. _____________ their service is excellent.
3. I'm not going to the party tonight _______________ I didn't get an invitation.
4. You can set the table. ________________, I'll start making dinner.
5. I can play quite a few instruments.______________, the flute, the guitar and the piano.
6. The store was out of chocolate chips; ______________ they would need to make a different type of cookies.
7. The stores are open daily ____________ Sundays.
8. I'll stay ________________ you need me.
9. This detergent is highly concentrated and ____________ you will need to dilute it.
10. It was the thing he prized _____________.

Active Voice and Passive Voice

Read the following sentences and analyse the difference.

The team leader presented the report.
The report was presented by the team leader.

- In the first sentence, the verb shows that the subject is the doer of the action. Therefore, the sentence is in *active voice*.
- In the second sentence, the verb shows that the subject is not the doer of the action. Therefore, the sentence is in *passive voice*.

We use the Passive voice when -

- the focus is on the action rather than the doer of the action.
  (e.g.) About 50 per cent of the graduates **are employed** in IT related sectors.
- we do not know who the doer is.
  (e.g.) My bike **was stolen** yesterday.
- we talk of a system or a process.
  (e.g.) The vegetables **are washed** well. Then, they **are cut** into cubes.
- we write newspaper headlines and notices at public places. ('be' verb is omitted as the language has to be concise)
  (e.g.) 20 sportsmen **felicitated** by PM.
- we describe changes that have taken place.
  (e.g.) Our school looks completely different. The whole place **has been** painted.

Look at the below table. It shows the changes in tense while changing sentences from active voice into passive voice.

Tense	Active Voice	Passive Voice
Simple Present	He makes coffee.	Coffee is made by him.
Present Continuous	He is making coffee.	Coffee is being made by him.
Present Perfect	He has made coffee.	Coffee has been made by him.
Simple Past	He made coffee.	Coffee was made by him.
Past Continuous	He was making coffee.	Coffee was being made by him.
Past Perfect	He had made coffee.	Coffee had been made by him.
Simple Future	He will make coffee.	Coffee will be made by him.
Future Perfect	He will have made coffee.	Coffee will have been made by him.

B. Convert the following active sentences into passive sentences by supplying an appropriate passive verb form.

1. She will not recognize us. / We ____________ by her.
   a. will not recognize b. will not being recognized c. will not be recognized
2. They didn't invite me, but I went anyway. / I ________________ but I went anyway.
   a. wasn't invited b. wasn't being invited c. wasn't inviting
3. They broke up the table for firewood. / The table ____________ up for firewood.
   a. broke b. had broken c. was broken
4. She has won the first prize. / The first prize ______________ by her.
   a. has won b. has been won c. had been won

5. A friend of mine is repairing the car. / The car ______________ by a friend of mine.
   a. is repairing b. is repaired c. is being repaired

6. Begin the work tomorrow. / Let the work ___________ tomorrow.
   a. be begun b. begin c. is beginning

7. They speak English in New Zealand. / English ______________ in New Zealand.
   a. is speaking b. is spoken c. is being spoken

8. His attitude shocked me. / I ______________ by his attitude.
   a. had shocked b. had been shocked c. was shocked

9. She had already sent the parcel. / The parcel ______________ by her.
   a. has already been sent b. had already been sent c. was already sent

10. Her silence worries me. / I ______________ her silence.
   a. am worrying by b. am worried by c. have worried by

C. Match the following Active voice sentences with Passive voice

	Active Voice	Passive Voice
1.	I will never forget this experience	A novel has been written by her.
2.	Mother made a cake yesterday.	The deer was being chased by the tiger.
3.	Have you finished the report?	A cake was made by mother yesterday.
4.	The tiger was chasing the deer.	Has the report been finished by you?
5.	She has written a novel.	This experience will never be forgotten by me.

Imperatives in Passive

Let + object + be + past participle. (Positive)

(e.g.) Open the window. *(Active)*
Let the window be opened. *(Passive)*

Let + object + not + be + past participle. (Negative)

(e.g.) Do not pluck the flowers. *(Active)*
Let the flowers not be plucked. *(Passive)*



Look at these imperatives in passive and compare.



Active: Help me.

Passive: You are requested to help me.

Active: Don't touch it.

Passive: You are warned not to touch it.

(**Note:** *We can begin the passive sentence with **you** if we want to put emphasis on the person addressed to.)*

D. Change the following into passive voice.

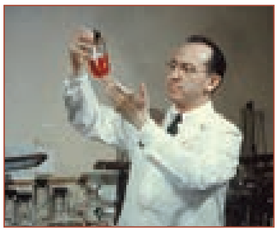
1. Stanley will inform you later.
2. People speak Portuguese in Brazil.
3. My grandfather built this house in 1943.
4. Do not hurt the animals.
5. You must not drop litter in the streets.
6. Carry it home.
7. They are decorating the wall.
8. He has already mended the TV set.

Project

E. Make a scrapbook of '*Famous Biographies'* by collecting at least five biographies of famous scientists, mathematicians, inventors, artists etc., of your choice. You may also collect the pictures related to their achievements, inventions etc.



Marie Curie



Jonas Salk



M.S. Subbalakshmi



Stephen Hawking

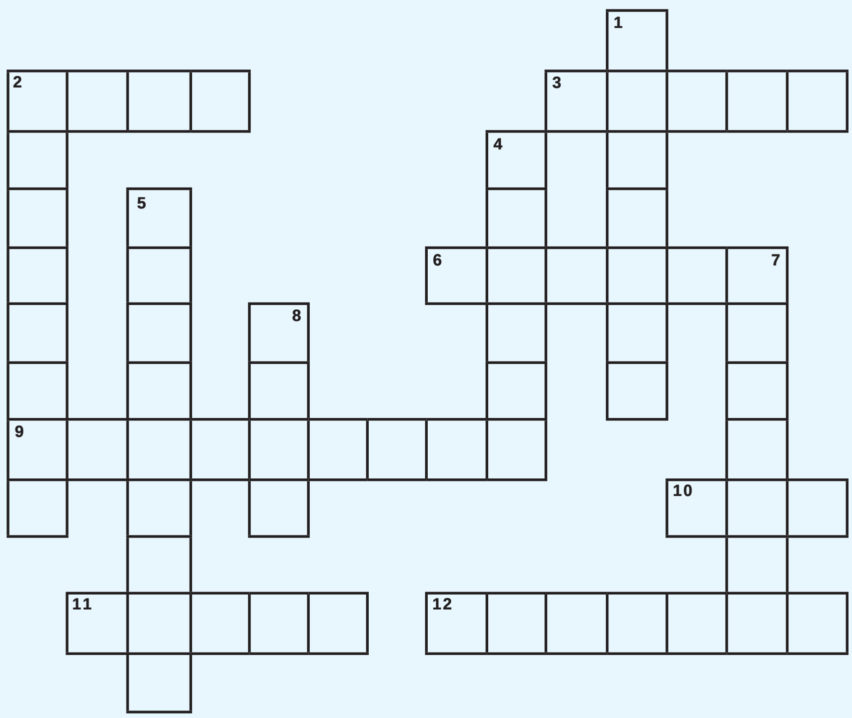
Unit 6 Poem

*The Comet

Norman Littleford

Warm up

Fill in the crossword puzzle using the clues given below.

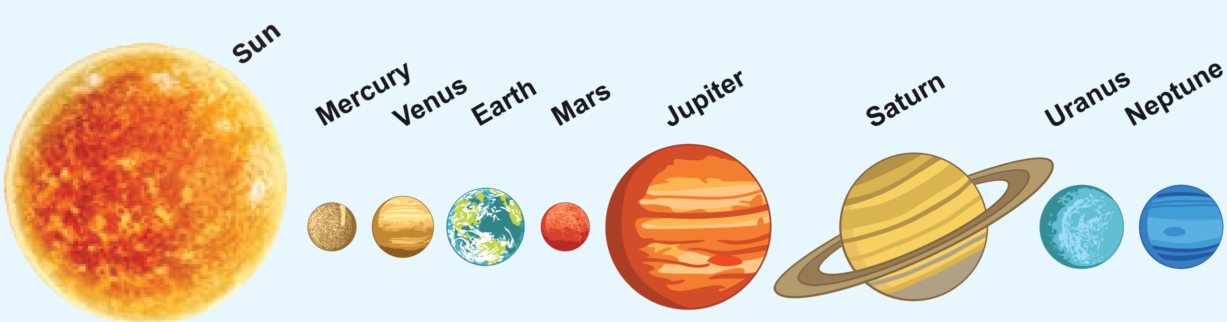


ACROSS

2. Earth's only natural satellite
3. Morning star
6. Titan is the largest moon of ____
9. Smaller bodies in orbit around the Sun
10. The star at the centre of solar system
11. The Blue planet
12. Largest planet in the solar system

DOWN

1. Smallest planet in the Solar system
2. Our Galaxy
4. Seventh planet from the sun
5. Distance travelled by light in a vacuum in one tropical year
7. Farthest planet in the Solar system
8. The Red planet





Rampaging through the heavens
Never stopping day or night,
A spectacle of a lifetime
A comet in full flight.

Faster than a cheetah
With a tail that's miles long,
Bigger than a mountain
So powerful and strong.

The outer ice is melting
Causing vapor from the force,
And leaves a trail behind it
As it travels on its course.

If one should come too close to earth
The atmosphere will shake,
With shockwave reaching to the ground
Causing the land to quake.

Scientists say the chemicals
In the dust they leave behind,
Could have started life on the earth
Which resulted in mankind.

I cannot say if this is true
I do not have the right,
But I know no better spectacle
Than a comet in full flight.



About the Author

Norman Littleford (18 May 1889 - 20 May 1947) was an American poet, born in Maryland, USA. Most of his works focused on life and nature. His poems are simple but deep in thought and provoke the readers to absorb the ideas beyond the usual.

Glossary

B65KR

rampaging (v) - going through an area making a lot of noise and causing damage

spectacle (n) - an unusual or unexpected event or situation that attracts attention, interest

comet (n) - an icy small Solar body, which when passing close to the Sun, warms and begins to release gases that are seen on rare occasions from the earth as a bright line in the sky

trail (n) - a path often made or used for a particular purpose

quake (v) - a sudden violent movement of the earth's surface, some times causing great damage (short form of earthquake).

A. *Memorise the first three stanzas of the poem.

0KQ4O

B. Read the following lines and answer the questions.

1. *Rampaging through the heavens*
   Never stopping day or night,
   a. How does the comet travel?
   b. Which word could you replace 'rampaging' with?
      a. charging b. rolling c. speeding d. flying

2. *Faster than a cheetah*
   With a tail that's miles long,
   a. Why is the comet compared to a cheetah?
   b. Whose tail is compared here?

3. *With shockwave reaching to the ground*
   Causing the land to quake
   a. What is reaching to the ground?
   b. What is causing the land to quake?

4. *In the dust they leave behind,*
Could have started life on the earth
Which resulted in mankind

a. What does the word 'they' refer to?
b. According to scientists, how did life start on earth?

5. *But I know no better spectacle*
Than a comet in full flight.

a. Who does 'I' refer to?
b. What is the best spectacle mentioned in the above lines?

C. Complete the summary by filling in the given spaces with suitable words/ phrases given below

a trail	spectacular	spectacular scene	outer ice	a cheetah
day or night	emerging of life	powerful and strong	shock wave	scientists

The poet describes a moving comet which speeds through the heavens and never takes a break by ____________. When a comet is in full flight, it gives a ____________ which can never be compared to anything else for a lifetime. The comet is compared to ____________ for its speed and a mountain as it is ____________. The ____________ melts which causes a vapour from the force and leaves behind _________ as it travels on its way. If it comes very close to the atmosphere, it causes a shake which in turn produces a ____________ that reach the Earth's surface. According to the ______________ the comets leave behind chemicals in the form of dust which resulted in the ____________ on earth and mankind came into existence. But the poet is not sure whether this principle is true or not but he knows for sure that whatever the truth may be, the sight of the comet in full flight is ____________.

D. Poem appreciation

If one should come too close to earth
The atmosphere will shake,
With shock wave reaching to the ground
Causing the land to quake.

1. Pick out the rhyming words.
2. Mention the rhyme scheme of the stanza.
3. When you read the poem aloud, you can feel/hear a rhythm. What according to you gives rhythm to the poem- the rhyme or the words in a line? Support your answer with examples from the poem.

E. Answer the following questions in about 80-100 words.

1. Narrate how the poet describes the comet.
2. Give a detailed account of the various effects caused by the comet to the earth.

*LISTENING

F. *Listen to the passage on 'Comet' and fill in the blanks by choosing the correct answer.

1. Comets are believed to be remnants of the materials created by the _____.
   a. Moon b. Sun c. star d. asteroids

2. Comets are mostly made of _______.
   a. dust b. ice c. sand d. snow

3. The _______ can be seen in the night sky as a bright, quickly-moving light.
   a. head b. star c. tail d. wings

4. Comets orbit at the very edge of the galaxy, past the _______.
   a. Earth b. Neptune c. Pluto d. Saturn

5. **State whether the statement is true or false.**
   The melting process causes bits of dust and debris to trail behind the comet.

SPEAKING

G. Imagine you are interviewing an astronaut about his/her experiences in space. Select a partner to be an astronaut and present the interview as a role-play in front of the class.

WRITING

H. Imagine that you and your friend get a chance to visit another planet. There, you befriend an alien who takes you around the planet. After reaching the earth, write a letter thanking him for all the help he did.

*Listening text is on Page - 213

Read and Enjoy

The Star

Jane Taylor

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.
Twinkle, twinkle, little star,
How I wonder what you are!

Then the traveller in the dark,
Thanks you for your tiny spark,
He could not see which way to go,
If you did not twinkle so.
Twinkle, twinkle, little star,
How I wonder what you are!

In the dark blue sky you keep,
And often through my curtains peep,
For you never shut your eye,
Till the sun is in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

As your bright and tiny spark,
Lights the traveller in the dark,
Though I know not what you are,
Twinkle, twinkle, little star.
Twinkle, twinkle, little star,
How I wonder what you are!

Unit 6 Supplementary

Mother's Voice

Vasil Berezhnoy

Warm up

If you are given an opportunity to go on a one-way trip to Mars, will you accept it? Discuss.



Read the story about the spirit of discovery that prompts a young astronaut to go looking for another world.

When she came to the Moon she looked around and admired the moonscape: 'I never realized it was such a beautiful place'.

He took her along the endless tunnels of Selenopolis, showing her the tall structures, which propped up the star-studded sky.

'It's so easy to walk here, son!'

His mother had still a young, ringing voice: perhaps because she had been such a great singer! So long as he could remember her, she had always liked singing. On holidays, when they had guests, she sang cheerily and enthusiastically, but on weekdays, as she went about the chores, her singing was muted and a little sad. She even talked in a singsong manner. Now, too, there was something unusual in her voice – perhaps she was excited because it was her first visit to the Moon! As he listened to her familiar voice that was so dear to him, he wondered why it had this ringing sound.

'Back home the orchards are in bloom.There will be a lot of fruit this year, if only the frosts don't strike. Will you come for a holiday in the summer?'

He almost told her about the expedition. The words were on the tip of his tongue, but he checked himself. Why make her worry? Worry. That was it. There was worry in her voice. The words were cheerful but the voice was worried. Had she guessed that this was their parting!

'It's easy to walk here,' he said, 'but the distances are long. Selenopolis occupies more than a hundred square kilometres. Let's ride for a bit'.

A moving pavement covered with green plastic strips rushed them through echoing tunnels and spacious caves with walls sparkling in the light of the quartz lamps. The elevator delivered them to the surface. She looked in silence at the enormous lily-shaped tent over a crater that was at least a kilometre in diameter.

'The community of Nations Square,' he told her. 'People of different nationalities who work in Selenopolis come here after work. And there are some tourists. They're walking towards the lake. It's quite an exotic experience to have a swim on the Moon.'

'I'm sure it's better in the river Dnieper when you come to the Earth for your holiday.'

When they looked at the astrodrome, where two spaceships the size of the Ostankino TV tower were pointed into the black void of the universe, she sighed again.

'What are these?'

'Long–range spaceships, Mother. They're planning an expedition to a neighbouring galaxy.'

She screwed up her eyes to look at the rockets where assembly men were busy. They looked quite small from a distance.

She said quietly: 'Why should people go off into the unknown? Why ask for trouble?'

'These are very reliable spaceships, Mother!'

'Wouldn't it make more sense to settle properly on the Moon first, and then on the planets in the solar system, before going further?'

It was now his turn to sigh. 'You may be right, but…'

'But what?'

'How do I know?'

He longed to tell her about the flight he was longing for and about how nervous he had been when confronted by the selection commission. But he checked himself. It was their last meeting before his departure, so why spoil it?



Mothers were all the same, and she was sure to get upset.

He felt good listening to her. It didn't matter what she was talking about, he just wanted to hear the voice that was so dear to him.

'Do you know why people settle down on the Moon so easily?' she was philosophizing. 'It's because they are in the gravitation field of their native Earth, under their native Sun. It's the space allotted to us by nature. But if you leave your Sun...anything might happen...'

He listened and listened as if drinking water from a spring on the Earth, in the shade of trees. His mother, looking in the direction of the vast blue globe, lowered her voice and continued:

'Look, son, isn't it a miracle? The Earth floats through space, all by itself.



See the snow-cap on the pole, and the glittering ocean! The cradle of life. And you want to leave this fabulous beauty!'

He suddenly saw everything with different eyes. He saw how beautiful his native planet was, a real wonder of nature.

He had never felt that way before. His heart ached.

'When will you take your holidays?'

'I don't know, Mother... That's why I asked you to come. I don't know when we'll see each other again'.

But he knew very well that there would be no holidays and that his mother was seeing him for the last time. The thought of such a tremendous journey was already sending a chill through his heart.

'At least try to come in the Autumn,' she pleaded, 'in time for the apples and pears... and the water-melons.'

'You think I don't want to walk barefoot on the dewy grass?'

'Of course, you'll walk on the dewy grass. And you could visit your relatives and friends'.

She shrank from the thought that her son might go off into space and be lost to his relatives forever.

'They've deepened our pond; it's full of fish now, You like fishing...'

'Operator on duty, ... report to office,' a voice bellowed from the loud-speaker.

He pushed a button and the screen went dark. His mother fell silent.

'Coming.'

He often plays back this recording and he feels as if he is walking again with his mother on the Moon, looking down at his native planet. Their group had gone off to another galaxy after all: they had left their native Sun, which was now just a 12th - magnitude star, visible through the telescope. And they couldn't see the Earth at all.

Why had they gone? Because they were young. And humanity is young.

UEF39

Glossary

chore (n) - a routine task, especially a household one

orchard (n) - a piece of enclosed land planted with fruit trees

expedition (n) - a journey undertaken by a group of people with a particular purpose, especially that of exploration, research, or war

quartz (n) - a hard, transparent mineral substance, used in making electronic equipment

exotic (adj.) - unusual and exciting

void (n) - a completely empty space

confronted (v) - to face, meet, or deal with a difficult situation or person

departure (n) - the action of leaving, especially to start a journey

pears (n) - a sweet, juicy, yellow or green fruit with a round base and slightly pointed top

galaxy (n) - one of the large, independent groups of stars in the universe

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A. Choose the correct answer

1. Mother was excited because _________________.
   a. her son would be home in the spring
   b. her son was coming back to earth
   c. it was her first visit to the moon
   d. her son was going to another galaxy

2. On weekdays, as Mother went about the chores____________.
   a. she constantly thought of her son
   b. she was always tired
   c. her singing would be soft and almost inaudible
   d. her singing was muted and a little sad

3. ___________ occupies more than a hundred square kilometres on the moon.
   a. Selenopolis b. Metropolis
   c. Astrodrome d. Orchards

4. The Community of Nations Square is where people__________.
   a. live on the moon
   b. work on the moon
   c. walk on the moon
   d. of different nationalities come after work

5. They are planning an expedition to a neighbouring _________.
   a. galaxy b. country
   c. planet d. star

6. The mother was not able to understand why people wanted to leave the moon because ________.
   a. it was better to remain as a part of solar-system
   b. it was better to remain on the earth
   c. it was not possible to come back
   d. it was a place to enjoy life

B. Identify the character or speaker of the following lines.

1. It's so easy to walk here, son!
2. They're planning an expedition to a neighbouring galaxy.
3. Why should people go off into the unknown?
4. I don't know when we'll see each other again.
5. Operator on duty, ... report to office.

C. Answer the following question in about 100 – 120 words.

1. Write a paragraph listing all the sentimental and the scientific reasons given by the mother against the expedition to neighbouring galaxy.

D. Think and answer.

"The explorer in this story is travelling to another galaxy. The final destination is an unknown planet in another galaxy. The travel will take many years". What qualities and lifeskills do you think an explorer like him must possess? Why? Do you have any of these skills and qualities? Explain.

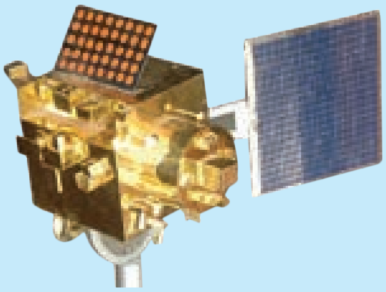
E. Based on the understanding of the story, discuss in groups and make a note of the following.

Setting	Plot

Characters	Conclusion

DO YOU KNOW?

- On October 2008, ISRO (*Indian Space Research Organization*) launched its first unmanned Lunar Space Probe *"Chandrayaan-1"*.

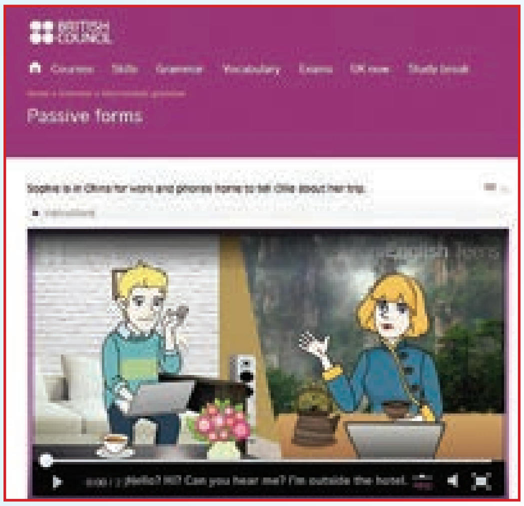


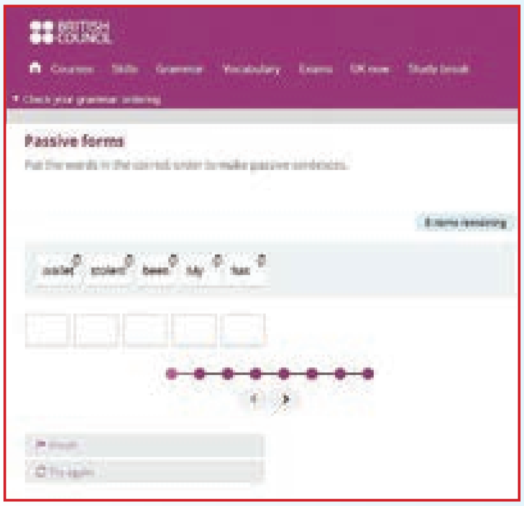
- India became the fourth nation to place its flag on the Moon and collected soils and detected water-ice on the Moon for the first time using Minerology mapper.
- On August 28, 2009 the mission ended as the probe stopped sending radio signals.

ICT CORNER

Passive Forms

This webpage from British Council helps the students to learn Passive forms with examples. Students can also try the online worksheets to improve their learning.





Steps

1. Type the URL link given below in the browser or scan the QR code.
2. Read the Instructions which are given above the video, then watch the video to know about the content.
3. After the video, read the explanation and examples for passive forms.
4. Click the "Check Your Grammar" tab to practice exercises like "True or False, Ordering and Gap Fill" on your own and check the answers online.
5. You can also download and use the resources offline which is given under "Worksheets and Downloads" tab.

Download Link

Type the following link in your browser or click or scan the QR code to download the application and install it.

http://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/passive-forms

Unit 7 Prose

A Birthday Letter

Jawaharlal Nehru

Warm up

- Have you ever received a personal letter from your friends or relatives?
- If yes, from whom and about what?
- Have you ever written a personal letter to anyone?
- If yes, to whom and about what?





It was the summer of 1928, when Jawaharlal Nehru began writing letters to his young daughter, Indira, who was in Mussoorie at that time. In his letters, he speaks to his daughter on a wide range of topics, including languages, trade, history, geography, science, epics and evolution. When Indira was about to turn 13 in 1930, Nehru started sending her more detailed letters. These letters contained his understanding of the world which he wanted to further impart to his daughter. Even while he was in prison, he wanted to make sure that his child is not devoid of her father's teachings. Over the next four years, Nehru continuously wrote to his daughter from prison and his words are still inspiring.



The letters written by Nehru from the various prisons in British India to his daughter Indira, were published in 1942 as a book called "Glimpses of World History". It is a collection 196 letters on world history.

Now read the letter from Jawaharlal Nehru to his daughter Indira.

Central Prison, Naini
October 26, 1930

My dear Indira,

On your birthday you have been in the habit of receiving presents and good wishes. Good wishes you will still have in full measure, but what present can I send you from Naini Prison? My presents cannot be very material or solid. They can be of the mind and spirit. Things that even the high walls of prison cannot stop.

You know sweetheart, how I dislike sermonising and doling out good advice. I have always thought that the best way to find out what is right and what is not right, what should be done and what should not be done, is not by giving a sermon, but by talking and discussing, and out of discussion sometimes a little bit of truth comes out. I have liked my talks with you and we have discussed many things, but the world is wide and beyond our world lie other wonderful and mysterious worlds. None of us need ever be bored or imagine that we have learned everything worth learning and become very wise.

But what am I to do then? A letter can hardly take the place of a talk; at best it is a one-sided affair. Imagine that I have made a suggestion to you for you to think over, as if we really were having a talk.

In history we read of great periods in the life of nations, of great men and women. Do you remember how fascinated you were when you first read the story of Joan of Arc, and how your ambition was to be something like her? Ordinary men and women are not usually heroic. They think of their bread and butter, of their children, of their household worries and the like. But a time comes when a whole people become interested in a great cause. Then history helps even

- From which prison did Nehru write this letter?
- Did Nehru send any presents to Indira?

- Which historical character inspired young Indira?
- What helps the ordinary men and women to become heroes?

simple, ordinary men and women to become heroes. Great leaders have something in them which inspires a whole people and makes them do great deeds. In India a great leader, full of love for all who suffer and eager to help them, has inspired our people to great actions and noble sacrifice. He has helped to make the starving, the poor and the oppressed free and happy.

Bapuji is in prison, but the magic of his message has stolen the hearts of India's millions. Men and women, and even little children, come out of their little shells and become India's soldiers of freedom. In India today we are making history, and you and I are fortunate to see this happening before our eyes and to take some part ourselves in this great drama.

If we are to be India's soldiers, we have to respect India's honour, and that honour is a sacred trust. It is no easy matter to decide what is right and what is not. One little test I shall ask you to apply whenever you are in doubt. Never do anything in secret or anything that you would wish to hide. For the desire to hide anything means that you are afraid, and fear is a bad thing and unworthy of you. Be brave, and all the rest follows.

You know that in our great Freedom Movement, under Bapuji's leadership, there is no room for secrecy or hiding. We have nothing to hide. We are not afraid of what we do or what we say. We work in the sun and in the light. Even so in our private lives let us make friends with the sun and work in the light and do nothing secretly and if you do so, my dear, you will grow up a child of the light, unafraid and serene and unruffled, whatever may happen.

I have written a very long letter to you. And yet there is so much I would like to tell you. How can a letter contain it? Good-bye, little one, and may you grow up into a brave soldier in India's service.

With all my love and good wishes.

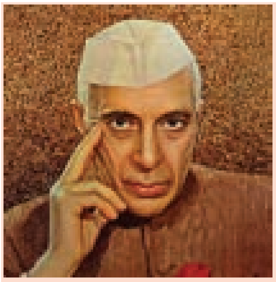
Your loving father,

Jawaharlal Nehru

- Who is addressed as 'Bapuji'?
- What should the soldiers of India respect?



About the Author



Jawaharlal Nehru (14 November 1889 – 27 May 1964) was the first Prime Minister of India and a central figure in Indian politics before and after independence. He emerged as an eminent leader of the Indian independence movement under the tutelage of Mahatma Gandhi and served India as Prime Minister from its establishment as an independent nation in 1947 until his death in 1964. He is considered to be the architect of the modern Indian nation-state: a sovereign, socialist, secular, and democratic republic. He was also known as 'Pandit Nehru' while many Indian children knew him as 'Uncle Nehru'.

Glossary

sermon (n) - ceremony in which a priest gives a talk on a religious or moral subject

fascinated (adj.) - extremely attracted

deed (n) - a brave or noble act

starving (adj.) - suffering or dying from hunger

oppressed (adj.) - governed in an unfair and cruel way and prevented from having opportunities and freedom

sacred (adj.) - considered to be holy and deserving respect

serene (adj.) - peaceful and calm

unruffled (adj.) - not nervous or worried, usually despite a difficult situation

A. Answer the following questions in one or two sentences.

1. Why could not Nehru send any presents to Indira?
2. What cannot be stopped even by the high walls of prisons?
3. Why did Nehru dislike sermonizing?
4. What does history tell us?
5. What do ordinary men and women usually think of?
6. When do ordinary men and women become heroes?
7. What does the phrase 'great drama' refer to?
8. Why are the freedom fighters under Gandhi not afraid of anything?

B. Answer the following in about 80 - 100 words each.

1. Explain the important elements of Nehru's letter.
2. Imagine yourself as Indira and write a reply letter to your father, Nehru for the letter you received on your birthday.

C. Match the words with correct Synonym and Antonym from the table.

S.No	Word	Synonym	Antonym
1	wide	privilege	freedom
2	noble	valiant	public
3	oppress	valuable	coward
4	honour	personal	ignoble
5	worthy	gentle	dishonour
6	private	broad	narrow
7	brave	subdue	unworthy

Think and answer.

What is the difference between an opinion and a fact?

- ❖ An opinion is one's feelings or thoughts about somebody/something.
- ❖ A fact is a piece of information that can be proved to be true.

D. Identify, whether the following statements are of OPINION or FACT

1. On your birthday you have been in the habit of receiving presents and good wishes. *(Opinion/Fact)*
2. I have liked my talks with you. *(Opinion/Fact)*
3. The best way to find what is wrong and right is by discussing. *(Opinion/Fact)*
4. A letter can hardly take the place of a talk. *(Opinion/Fact)*
5. For the desire to hide anything means that you are afraid. *(Opinion/Fact)*

*LISTENING

E. *Listen to the dialogue and answer the following questions.

1. Aadhav and Raghav are _____________.
   a. brothers　　b. friends　　c. colleagues　　d. classmates

2. The brothers are planning to celebrate their ___________ wedding anniversary.
   a. uncle's　　b. parents'　　c. grandparents'　　d. sister's

*Listening text is on Page - 213

3. The wedding anniversary is on _____________.

   a. March 2^{nd} b. April 2^{nd} c. May 2^{nd} d. June 2^{nd}

4. As part of the celebration, the brothers have planned to make their parents to ____________.

   a. visit an orphanage b. donate some money
   c. plant a mango sapling d. conduct a game

5. **State whether the statement is true or false.**

   The brothers have decided to borrow money for the wedding anniversary celebration.

READING



Anne Frank's Diary Entry about her birthday.

Sunday, June 14, 1942

Dear Kitty,

I hope I will be able to confide everything to you(the diary), as I have never been able to confide in anyone, and I hope you will be a great source of comfort and support.

I'll begin from the moment I got you, the moment I saw you lying on the table among my other birthday presents. (I went along when you were bought, but that doesn't count.)

On Friday, June 12, I was awake at six o' clock, which isn't surprising, since it was my birthday. But I'm not allowed to get up at that hour, so I had to control my curiosity until quarter to seven. When I couldn't wait any longer, I went to the dining room, where Moortje (the cat) welcomed me by rubbing against my legs.

A little after seven I went to Dad and Mom and then to the living room to open my presents, and you were the first thing I saw, maybe one of my nicest presents. Then a bouquet of roses, some peonies and a potted plant. From Dad and Mom, I got a blue blouse, a game, a bottle of grape juice, a puzzle, a jar of cold cream and a gift certificate for two books. I got another book as well, Camera Obscura (but my sister Margot already has it, so I exchanged mine for something else), a platter of homemade cookies (which I made myself, of course, since I've become quite an expert at baking cookies), lots of candy and a strawberry tart from Mother.

Then Hanneli my classmate came to pick me up, and we went to school. During recess I passed out cookies to my teachers and my class, and then it was time to get back to work. As it was my birthday, I got to decide which game my classmates would play, and I chose volleyball. Afterward they all danced around me in a circle and sang "Happy Birthday."

F. Answer the following questions based on the given reading passage.

1. What is the name of her diary?
2. Why did Anne want to exchange the book 'Camera Obscura'?
3. Who baked the homemade cookies?
4. What game did Anne choose to play?
5. Which gift did Anne value the most?

SPEAKING

G. Imagine you are going to celebrate your forthcoming birthday at an orphanage/old-age home.

Deliver a short speech about your birthday celebration by using the following hints.

- The reasons for choosing an orphanage/old-age home.
- The people who accompany you.
- The food which you are going to offer them.
- The useful gifts/articles which you are going to give them.
- Other events like cake cutting, conducting games etc.

WRITING

Developing Hints

Developing hints is developing the phrases into full sentences and then into a meaningful coherent paragraph.

Points to remember :

- Read the hints twice or thrice carefully.
- Understand the passage well.
- Jot down the points.
- If the events in the passage are in present tense, write the story in the past tense.
- Arrange the matter in two or three paragraphs.
- Give a suitable title.

H. Write a meaningful paragraph using the hints given below.

Mahesh – celebrates – 14th birthday – an old-age home – family, friends – informs home in advance – delegates tasks – friends buy things necessary – arrives home early – decorates place – balloons, colour papers – inmates gathered – cuts cake – sing song, claps – distributes cakes – expresses his feelings – gets blessings – offers things – bedsheets, footwear etc. needed – fun, entertainment – happy and content.

D9XFN

Grammar

Determiners

Observe the nouns in the following sentences and words before them.

- **An** apple is a healthy fruit.
- **Two** cats have drunk a bowl of milk.
- **My** father has **many** cars.

Determiners are the words that introduce a noun and provide some information about it (but do not describe it).

Determiners are followed by a noun.

- The ball
- Five cats
- His son
- Some students

Types of Determiners

Articles	Demonstratives	Possessive Adjectives
a, an, the	this, that these, those	my, our, your, his, her, its, their
Quantifiers	**Cardinal Numbers**	**Ordinal Numbers**
some, any, few, little, more, much, many, every	one, two, three, twenty, forty, hundred etc.	first, second, third, twentieth etc.

- The quantifiers **all, any, enough, less, a lot of, more, most, no, none of, some etc.,** are used with both countable and uncountable nouns.
- The quantifiers **both, each, either, fewer, neither etc.,** are used only with countable nouns.

A. Choose the Correct Determiner

1. Could you bring me ________ tools I left in the garden? (this, those, these)
2. ________ Earth revolves around the sun. (the, a, an)
3. I found ________ one rupee coin in the playground while playing. (a, an, the)
4. There aren't ________ students in the library. (much, many, a lot)

5. It was ________ unforgettable experience. (a, an, the)

6. I haven't got ________ pictures in my bedroom. (some, any, many)

7. He said that he wanted to become ________ engineer. (a, an, the)

8. Kokila gave a pen to ______ child in the classroom on her birthday. (any, all, each)

9. I've got to solve ________ math problems before I go to sleep. (all, some, any)

10. India is ________ largest democracy in the world. (a, an, the)

11. My father doesn't drink ________ coffee. (much, many, a lot)

12. I always keep ________ money in my wallet for emergencies. (any, every, some)

13. This year we are celebrating my sister's ________ birthday. (a, two, second)

14. I have ________ pencils with me. (a, three, third)

15. 'What is that noise?' I think it is ________ aeroplane. (a, an, the)

Reported Speech

Look at the following sentences

She said, "I have won the first prize." (Direct Speech)
She said that she had won the first prize. (Indirect Speech)

- In the first sentence, the reporter conveys the message of the girl using her actual words i.e., ("I have won the first prize.")

- In the second sentence, the reporter conveys her message but in his own words without any change in the meaning. (She said that she had won the first prize.)

- In direct speech, we reproduce the actual words of the speaker. We place spoken words within inverted commas (" ").

- In indirect speech *(also called Reported Speech)*, we report the words of the speaker with a few changes.

Key Terminology

Direct Speech

She said, "I have won the first prize."

Reporting verb — said,
Direct speech — "I have won the first prize."

Reporting Statements

We make the following changes when reporting the statements.

- Change the pronouns
- Reporting verb followed by 'that'
- Change the tense, time and place

(e.g.) Kowsalya said, "We watched a film yesterday."

Kowsalya said ***that they*** ***watched*** a film ***the day before***.

(*they* → pronoun; *watched* → tense; *the day before* → time)

Reporting Imperatives

To report an imperative, use the pattern –

request/order/suggest + someone + to infinitive

(e.g.) Karthi said to Ram, "Please, switch on the fan."

Karthi requested Ram to switch on the fan.

Reporting Questions

When reporting questions, we use the pattern:

asked/ wanted to know + question word + pronoun + verb

(e.g.) She said to me, "Where did you go?"

She asked me where I went.

Note: *If the 'wh' question is missing, if or whether is added.*

(e.g.) Praveena asked, "Have you watered the plants?"

Praveena asked if/whether I had watered the plants.

Sometimes it is not necessary to report everything that is said word by word. It may be better to use 'reporting verbs' which summarise what was communicated.

Below are some of the most commonly used verbs of this kind.

accept	advise	apologise	ask	assure	blame
complain	complement	congratulate	explain	greet	hope
invite	offer	order	persuade	promise	remind
regret	say	suggest	tell	thank	answer
warn	encourage	regret	sympathize	refuse	instruct

Remember these rules of change

Pronouns			
Direct Speech	Indirect Speech		
	Masculine	Feminine	Plural
I	he	she	-
You (Subject)	he	she	they
you (Object)	him	her	them
your	his	her	their
my	his	her	their
myself	himself	herself	themselves
we	-	-	they
us	-	-	them

Denoting Time and Position	
Direct Speech	Indirect Speech
this	that
these	those
now	then
ago	before
last night	the previous night
next day	the following day

Denoting Time and Position	
Direct Speech	Indirect Speech
today	that day
yesterday	the previous day
tomorrow	the next day
next week	the following week
last week	the previous week
here	there

B. Observe the following call-outs. Reporter (C) has reported the sentences of Speaker (A). Now, help Reporter (C) report the rest of the sentences of Speaker (A).

A (Speaker)	B (Questioner)	C (Reporter)
I have to go.	*What did he say?*	He said that he wanted to go. (say)
Can you hear me?	*What did she say?*	She asked if you could hear her. (ask)
Consult the doctor.	*What did he say?*	He advised you to consult the doctor. (advise)
I won't go to the party.	*What did he say?*	(say)
When did you come?	*What did she say?*	(ask)
Don't touch the wire.	*What did she say?*	(warn)
	What did he say?	
	What did he say?	

C. Report the following sentences.

1. Pushpa said, "Do not spoil the eco-system."
2. Ebin said, "Have you booked the tickets to Delhi?"
3. Rehman said to Tilak, "When are we leaving to our native?"
4. Maha said, "Lakshan, you should get up early in the morning."
5. Gladin said to his mother, "Can you, please, buy me a hot-chocolate?"
6. "Tomorrow I have to take a test in English", said Sudha.
7. Amali said to her sister, "I need your help to arrange the books in the shelf."
8. "Why don't you use crayons for colouring?" said Prabhu to his son.

Project

D. Write a Diary entry each day for a month and compile them into a book. You may also name your diary as Anne Frank did.

Diary writing is one of the most personal and informal categories of writing. A diary writing can be based on an experience, a scene, a description or narration of certain event or any other thing or activity that the writer considers worth writing in his/her personal diary.

The style and tone is generally informal and personal. However, it depends on the subject. You can freely express your viewpoints and feelings. As the diary is writer's personal document, the diary entry doesn't need any signature.



The more frequently you write entries in your diary, the more you will enjoy doing it and the more you will learn from them.

Unit 7 Poem

The Stick-together Families

Edgar Albert Guest

Warm up

At the heart of life lie the relationships you have with other people: with family, classmates and friends close-by and far away. All relationships are based on some commonly accepted values like respect, honesty, consideration and commitment. Think about all the important relationships in your life and complete the table given below.



Relationship	What I value the most about this relationship	What are the things that may/do cause unpleasantness in this relationship?	What could I do to improve this relationship?
Grandparents			
Parents			
Siblings			
Friends			
Teachers			

FAMILY

The stick-together families are happier by far
Than the brothers and the sisters who take separate highways are.
The gladdest people living are the wholesome folks who make
A circle at the fireside that no power but death can break.
And the finest of conventions ever held beneath the sun
Are the little family gatherings when the busy day is done.

There are rich folk, there are poor folk, who imagine they are wise,
And they're very quick to shatter all the little family ties.
Each goes searching after pleasure in his own selected way,
Each with strangers likes to wander, and with strangers likes to play.
But it's bitterness they harvest, and it's empty joy they find,
For the children that are wisest are the stick-together kind.

There are some who seem to fancy that for gladness they must roam,
That for smiles that are the brightest they must wander far from home.
That the strange friend is the true friend, and they travel far astray
They waste their lives in striving for a joy that's far away,
But the gladdest sort of people, when the busy day is done,
Are the brothers and the sisters who together share their fun.

It's the stick-together family that wins the joys of earth,
That hears the sweetest music and that finds the finest mirth;
It's the old home roof that shelters all the charm that life can give;
There you find the gladdest play-ground, there the happiest spot to live.
And, O weary, wandering brother, if contentment you would win,
Come you back unto the fireside and be comrade with your kin.



Glossary

conventions (n) - a large formal meeting of people who have a similar interest

shatter (v) - to break suddenly into very small pieces

astray (adv.) - away from the correct path or correct way of doing something

mirth (n) - laughter, humour or happiness

comrade (n) - a friend

A. Based on your understanding of the poem, answer the questions in a sentence or two.

1. *The gladdest people living are the wholesome folks who make*
   A circle at the fireside that no power but death can break.
   a. Who are the gladdest people living ?
   b. Where do they gather?
   c. What can break their unity?

2. *And the finest of conventions ever held beneath the sun*
   Are the little family gatherings when the busy day is done.
   a. When do they have their family gatherings?
   b. Where do they have their family conventions?
   c. What does the poet mean by 'finest conventions'?

3. *There are rich folk, there are poor folk, who imagine they are wise,*
   And they're very quick to shatter all the little family ties.
   a. What do the rich and poor folk imagine themselves to be?
   b. What do they do to their families?
   c . Whom does 'they' refer to?

4. *There are some who seem to fancy that for gladness they must roam,*
   That for smiles that are the brightest they must wander far from home
   a. Why do they roam?
   b. According to them, when do they get bright smiles?

5. *But the gladdest sort of people, when the busy day is done,*
   Are the brothers and the sisters who together share their fun.
   a. Who are the gladdest people?
   b. When do they share their fun?
   c. What does 'who' refer to?

6. *It's the stick-together family that wins the joys of earth,*
That hears the sweetest music and that finds the finest mirth;
   a. Who wins the joys of the earth?
   b. How do they find their joy?
   c. What does the poet mean by 'stick-together family'?

B. Based on the understanding of the poem, fill in the blanks using the words and phrases given below to make a meaningful summary of the poem.

brothers and sisters	bitterness	joint family	share their fun	rich and the poor folk
shatter their family	charm of life	separate ways	the joy of earth	stick-together families

The poet brings out the difference in the attitudes of children living in joint family and nuclear family. The ________________ are the happiest of all. Where as the ________________ of nuclear families take ______________. The gladdest people are the children from _______________ who circle near the fireside. No power other than death can break them. The _______________ imagine themselves to be wise and in the process they ______________ ties. Each of them goes searching for pleasure in their own selected way. They harvest only ____________ and find empty joy. But the wisest among them are the children of the stick-together families. When the busy day is done, they together ______________. The stick-together family wins _______________. The old house shelters all the ______________. The poet invites wandering brothers to come and join the stick-together families in their fireside and have fun.

C. Answer the following questions in about 80 - 100 words.

1. The stick-together families are the happiest of all. Explain.
2. Bring out the difference between the children of the joint family and nuclear family.

Figure of speech

Personification

Personification is a figure of speech in which an inanimate object or abstraction is given human qualities or abilities.

E.g. *It's the stick-together family that wins the joys of earth,...*

Imagery

Imagery means to use figurative language to represent objects, actions, and ideas in such a way that it appeals to our physical senses.

E.g. *That hears the sweetest music...*

Metaphor

Metaphor is a figure of speech that makes an implicit, implied, or hidden comparison between two things that are unrelated, but which share some common characteristics

E.g. *It's the old home roof that shelters....*
There you find the gladdest play-ground...

D. Answer the following

1. *There are rich folk, there are poor folk, who imagine they are wise,...*
   Pick out the words in alliteration.
2. Mention the rhyme scheme of the poem.

*LISTENING



E. Listen to the passage and fill in the blanks with appropriate answer.

1. A person is valued based on his ________________.
2. ________________ does not happen overnight.
3. A close family bond is like a ________________.
4. A strong foundation for any individual comes from being with a ___________.
5. A gift not only with ________________, but ________________ who care and love us beyond themselves.

SPEAKING



F. "The building actually rests on the well laid out foundation and hence is strong and still." How can this be related to a family? Discuss with your partner and share your views in the class.

WRITING



G. Write a four-line poem with rhyming words describing your family.

*Listening text is on Page - 214

Read and Enjoy

Memories of My Dad

Rebecca D.Cook.

He wasn't a hero
Known by the world,
But a hero he was
To his little girl.

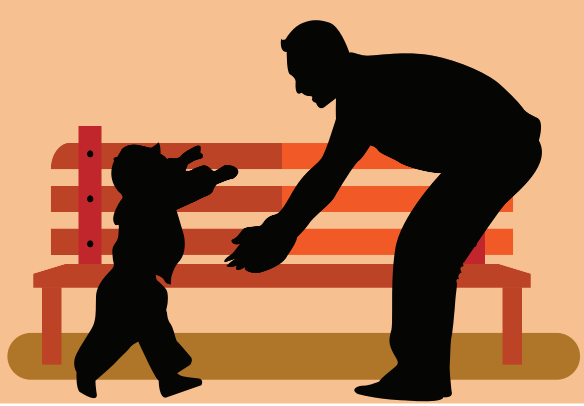
My daddy was God,
Who knew all things.
And better than Santa,
With the gifts he'd bring.

I knew his voice
Before I could speak.
And loves it when
He would sing me to sleep.

He taught me life's lessons
Or right from wrong
And instilled in me values
That I might be strong.

And so, dear Dad
My best memory to recall
Is the gift of your presence,
The greatest gift of all.







Unit 7 Supplementary

The Christmas Truce

Aaron Shepard

Warm Up

- Name one festival which you like the most.
- How do you celebrate that festival?
- Narrate a memorable incident which happened during that celebration.

This piece, set during World War I, highlights the beauty of unlikely friendships and fellowship. It is a British soldier's letter to his sister on how all enmity was forgotten as British and German soldiers celebrated Christmas together.

Christmas Day, 1914

My dear sister Janet,

It is 2:00 in the morning and most of our men are asleep in their dugouts – yet I could not sleep before writing to you about what happened here on Christmas Eve. In truth, what happened seems almost like a fairy tale, and if I had not been through it myself, I would scarce believe it. While you and the family sang carols before the fire there in London, I did the same with enemy soldiers here on the battlefields of France!

As I wrote before, there has been little serious fighting of late. The first battles of the war left so many dead that both sides have held back until replacements could come from home. So, we have mostly stayed in our trenches and waited.

But what a terrible waiting it has been! Knowing that any moment an artillery shell might land and explode beside us in the trench, killing or maiming several men. And in daylight not daring to lift our heads above ground, for fear of a sniper's bullet.

And the rain – it has fallen almost daily. Of course, it collects right in our trenches, where we must bail it out with pots and pans. And with the rain has come mud – a good foot or deeper. It splatters and cakes everything, and constantly sucks at our boots. One new recruit got his feet stuck in it, and then his hands too when he tried to get out.

Through all this, we could not help feeling curious about the German soldiers across the way. After all, they faced the same dangers we did and slogged about in the same muck. What's more, their first trench was only fifty yards from ours. Between us lay No Man's Land, bordered on both sides by barbed wire - yet they were close enough we sometimes heard their voices.

Of course, we hated them when they killed our friends. But other times, we joked about them and almost felt we had something in common. And now it seems they felt the same.

Just yesterday morning - Christmas Eve Day - we had our first good freeze. Cold as we were, we welcomed it, because at least the mud froze solid. Everything was tinged white with frost while a bright sun shone over everything. Perfect Christmas weather!

During the day, there was little shelling or rifle fire from either side. And as darkness fell on our Christmas Eve, the shooting stopped entirely. Our first complete silence in months! We hoped it might promise a peaceful holiday, but didn't count on it. We'd been told the Germans might attack and try to catch us off guard.

I went to the dugout to rest, and lying on my cot, I must have drifted asleep. All at once my friend John was shaking me awake, saying, "Come and see! See what the Germans are doing!" I grabbed my rifle, stumbled out into the trench, and stuck my head cautiously above the sandbags.

I never hope to see a stranger and more lovely sight. Clusters of tiny lights were shining all along the German line, left and right as far as the eye could see.

"What is it?" I asked in bewilderment, and John answered, "Christmas trees!"

And so it was. The Germans had placed Christmas trees in front of their trenches, lit by candle or lantern, like beacons of goodwill.

And then we heard them singing.

Stille nacht, heilige nacht…

This carol may not yet be familiar to us in Britain, but John knew it and translated: "Silent Night, Holy Night." I've never heard one lovelier – or more meaningful, in that quiet, clear night, its darkness softened by a first – quarter moon.

When the song finished, the men in our trenches applauded. Yes, British soldiers applauded Germans! Then one of our own men started singing, and we all joined in.

The first Nowell, the angel did say …

In truth, we sounded not nearly as good as the Germans, with their fine harmonies. But they responded with enthusiastic applause of their own and then began another.

O Tannenbaum, o Tannenbaum...

Then we replied.

O come all ye faithful...

But this time they joined in, singing the words in Latin.

Adeste fideles...

Britain and Germany harmonizing across No Man's Land! I would have thought nothing could be more amazing – but what came next was even more so.

"English, come over!" we heard one of them shout. "You no shoot, we no shoot."

There in the trenches, we looked at each other in bewilderment. Then one of us shouted jokingly, "You come over here."

To our astonishment, we saw two figures rise from a trench, climb over their barbed wire, and advance unprotected across No Man's Land. One of them called, "Send officer to talk."

I saw one of our men lift his rifle to the ready, and no doubt others did the same - but our captain called out, "Hold your fire." Then he climbed out and went to meet the Germans halfway.

We heard them talking, and a few minutes later, the captain came back and announced, "We've agreed that there will be no shooting before midnight tomorrow. But sentries are to remain on duty, and the rest of you, stay alert."

Across the way, we could make out groups of two or three men starting out of trenches and coming towards us. Then some of us climbed out too, and in minutes, there we were in No Man's Land – over a hundred soldiers and officers of each side, shaking hands with men we'd been trying to kill just hours earlier!

Before long, a bonfire was built and around it we mingled – British khaki and German grey. I must say, the Germans were the better dressed, with fresh uniforms for the holiday.

Only a couple of our men knew German, but more of the Germans knew English. I asked one of them why that was so.

"Because many have worked in England!" he said. "Before all this, I was a waiter at the Hotel Cecil. Perhaps I waited on your table!"

"Perhaps you did!" I said, laughing.

Another German had been a porter at Victoria Station. He showed me a picture of his family back in Munich. It was so lovely, I told him I would like to meet his family members someday. He happily gave me his family's address.

Even those who could not converse could still exchange gifts – our tea for their coffee, our corned meat for their sausage. Badges and buttons from uniforms changed owners, and one of our boys walked off with a spiked helmet! I myself traded a jack knife for a leather equipment belt – a fine souvenir to show when I get home.

As it grew late, a few more songs were traded around the fire, and then all joined in for – I am not lying to you – "Auld Lang Syne." Then we parted with promises to meet again tomorrow, and there was even some talk of a football match.

I was just starting back to the trenches when an older German soldier clutched my arm. "My God," he said, "why cannot we have peace and all go home?"

I told him gently, "That you must ask your emperor."

He looked at me searchingly and said, "Perhaps, my friend. But we must also ask our hearts." And so, dear sister, tell me, has there ever been such a Christmas Eve in all history? What does it all mean, this impossible befriending of enemies?

For the fighting here, of course, it means regrettably little. Decent fellows those soldiers may be, but they follow orders and we do the same. Besides, we are here to stop their army and send it home, and never could we shirk that duty.

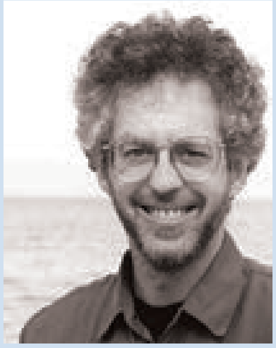
Still, one cannot help but imagine what would happen if the spirit shown here were caught by the nations of the world. Disputes may arise but what if our leaders were to offer good wishes in place of warnings; songs in place of insults; gifts in place of reprisals? Would not all wars end at once?

All nations say they want peace. Yet on this Christmas morning, I wonder if we want it quite enough.

Your loving brother,

Tom

About the Author



Aaron Shepard (October 7, 1950) is the award-winning author of Savitri: A Tale of Ancient India, The Legend of Lightning Larry, The Sea King's Daughter, and many more children's books. Aaron's specialty is retelling folktales and other traditional literature from around the world. His work has been honoured by the American Library Association, the National Council for the Social Studies, the American Folklore Society, the New York Public Library, and the Bank Street College of Education.

Glossary

truce (n) - an agreement to stop fighting or arguing for a period of time

dugout (n) - a trench that is dug and roofed over as a shelter for troops

carols (n) - a religious folk song or popular hymn, particularly one associated with Christmas.

trenches (n) - a long, narrow ditch

maim (v) - injure or wound seriously and leave permanent damage to body or parts

splatter (n) - a small quantity of something moist or liquid

slog (v) - work hard over a period of time

muck (n) - dirt, rubbish, or waste matter.

stumble (v) - trip or momentarily lose one's balance; almost fall

bewilderment (n) - a feeling of being perplexed and confused.

DO YOU KNOW?

"Aung Lang Syne" is a Scots poem written by Robert Burns in 1788 and set to the tune of a traditional folk song. In many English-speaking nations, it is traditionally sung during the New Year's Eve. The song's title may be loosely translated as "for the old times" or "long long ago".

A. Choose the correct answer.

1. The story is set during the ____________.
   a. World War I b. World War II
   c. Kargil War d. Indo-China War
2. The story is about the celebration of ____________ festival.
   a. Deepavali b. Pongal c. Ramzan d. Christmas
3. Tom called the incidents happened there as a ____________.
   a. fairy tale b. poetry c. tragedy d. comedy
4. The Germans had placed Christmas trees in front of their__________.
   a. houses b. trench c. tanks d. cars
5. One of the German soldiers worked as a _________ at Victoria Station.
   a. tea-seller b. ticket-checker c. porter d. shop keeper

B. Identify the character, speaker or both of the following lines.

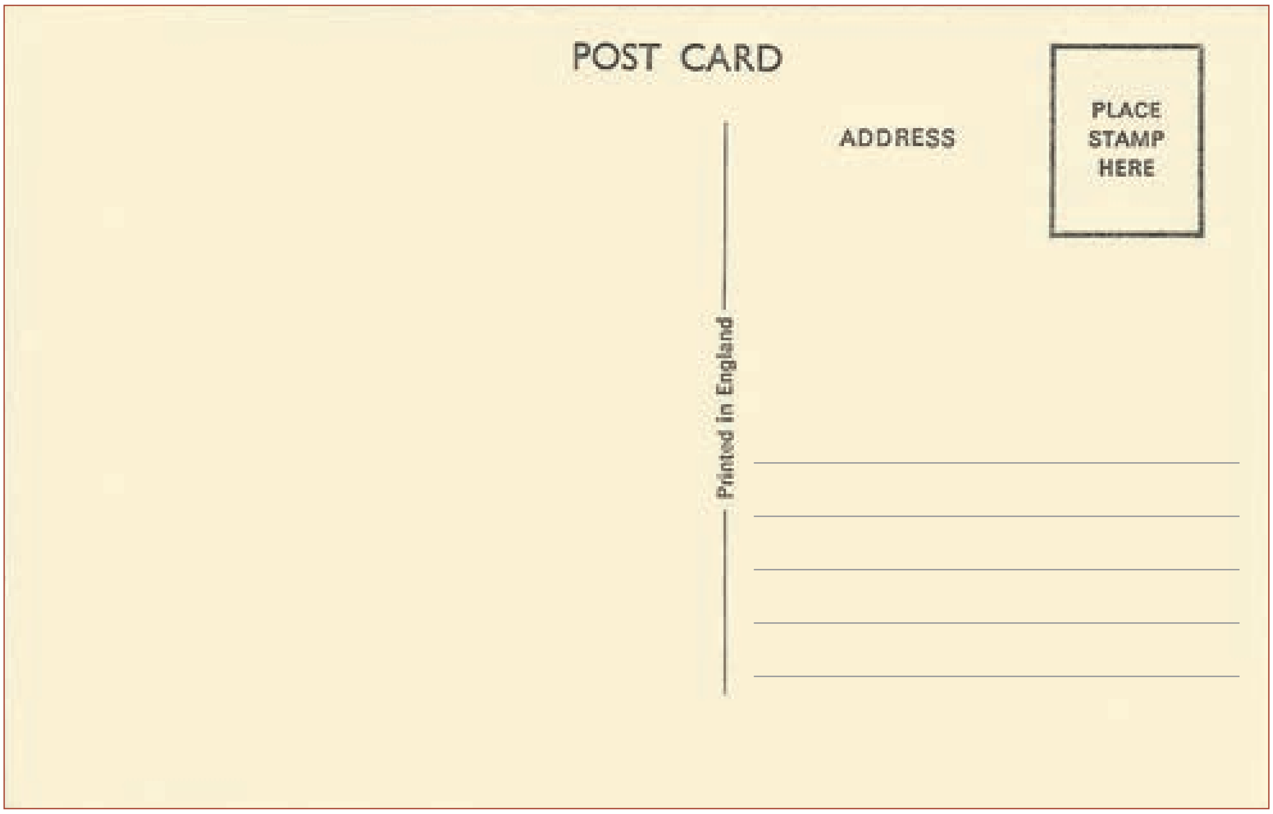
1. Our first complete silence in months!
2. Come and see! See what the Germans are doing!
3. Hold your fire.
4. You no shoot, we no shoot.
5. My God, why cannot we have peace and all go home?

C. Answer the following questions in about 100 – 120 words.

1. Narrate the Christmas celebration as happened in the war field.

D. Think and answer.

1. Do you envision a similar truce taking place in any wars or fighting today? Explain.
2. Today, much of what we know about the truce comes from soldiers' postcards home. In the postcard given below, write a short message home, imagine that you took part in the 1914 Christmas Truce.

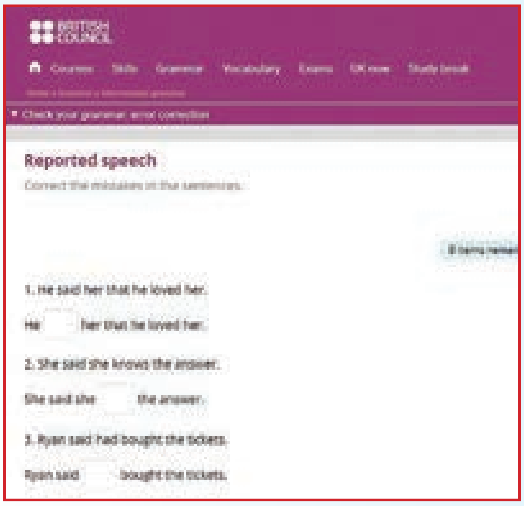


ICT CORNER

Reported Speech

This webpage from British Council helps the students to learn reported speech with examples. Students can also try the online worksheets to improve their learning.





Steps

1. Type the URL link given below in the browser or scan the QR code.
2. Read the instructions which are given above the video, then watch the video to know about the content.
3. Read the explanation and examples for different types of reported speech.
4. Click the "Check Your Grammar" tab to practice "Matching, Error Correction and Gap Fill" exercises on your own and check your answers online.
5. You can also download and use the resources offline which is given under "Worksheets and Downloads" tab.

PSBT9

Download Link

Type the following link in your browser or click or scan the QR code to download the application and install it.

http://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/reported-speech

LISTENING PASSAGES

LEARNING THE GAME

H. Listen to the following story

The Olympic Games began in Greece about three thousand years ago. All wars stopped for the Olympics in those days. The discus and the Pentathlon began in these early Olympic Games. In 394 the Romans stopped the Greek Olympic Games, because they didn't like them. In 1896, a Frenchman – Pierre de Coubertin began the Olympic Games again. These days the Olympic Games usually happen every four years. But how did the Paralympics for disabled begin? In the 1940s Sir Ludwig Guttmann was a doctor at the stoke Mandeville hospital in England. At the hospital there were many disabled soldiers from World War II and Guttmann wanted these soldiers to get better by doing sports.

The Paralympics are younger than the Olympics, but they are getting bigger all the time. The first true paralympic Games happened in Rome in 1960. Four hundred disabled athletes from twenty-three different countries came to these Games. At the Bejing Paralympics in 2008, there were 4,000 disabled athletes from 144 countries! These days there are Paralympic Games every four years, and because it's easier for Paralympic athletes to stay in Olympic hotels and to run in Olympic stadiums, the Paralympics usually happen in the Olympic cities, too. Think of swimming with only one leg against people with two legs. Think of running with artificial legs. Think of playing basketball in a wheelchair. Disabled people can do some wonderful things!

[Source : True Heroes of Sport by Donatella Fitzgerald]

THE SPIRIT OF ADVENTURE

D. Leena has a great fascination for adventure. During her winter holidays she wishes to explore an adventure sport. Listen to the conversation between Leena and her mother and complete the dictionary activity.

Mother :

Leena, what are your plans for the winter vacation? I thought we could go to a heritage site in India.

Leena :

No Mom. This time, I wish to take up an adventure sport which I have been planning for long. But I am not sure whether we have good options for adventure sports in India.

Mother :

Why not! India is a versatile and multifaceted country and every part of it offers some new adventure to see, some new place to visit. Ranging from the wonderful treks on the powerful and the bold mountain ranges of Himalayas, sky diving adventures in the west, hill stations of the south, proclaiming beauty of the Karst caves to the desert trips in Thar, all the varieties are found in one nation.

Leena :

That's great to know that with the brooding modern nation, you can savour all the adventures either in the midst of towns or surrounded with the nature's bounty.

Mother :

But we must carefully choose the organization that offer such programmes. We should go for ones that are registered with Adventure Tour Operators Association of India and Ministry of Tourism.

Leena :

Ok, Mom. Let us see if any of those places have bungee jumping. I have been dreaming of doing this dare-devil jump for the past two years.

Mother :

If you are really ready for bungee-jumping, I suggest we go to Rishikesh. Apart from leaping off a cliff, you can do white-water rafting too. What do you say? Let's talk to your father and ask him to do some enquiries.

Leena :

Yaayyy!!! I am so excited. I can't wait for Dad to come back from office.

A POISON TREE

F. Listening input for Anger Management

X9OBU

It's natural to get angry. But it's a virtue to know how to handle it. It deals with certain anger management issues . Here are some of the best anger management tips to help you get over being angry quickly.

Meditation is definitely a great technique to calm your inner self, thereby controlling those sudden angry outbursts. Meditation does not always require that you sit in a place and keep peeping at the watch. You need a peaceful place to sit upright.

Start relaxing with the top of your head and then slowly release the tension of your body, one muscle at a time and breathe deeply.

Try to connect yourself with your inner person. There is a person living inside you who always tells you how to act. After a strong situation, it is you that inner person who understands you better than anyone else. So initiate a positive conversation within yourself. Close your eyes and speak to yourself and calm yourself.

Anger is something that releases the tension you have been feeling all the while but who will take care of the reason why you got angry in the first place? It is as simple as a solution that you need. Forgive and forget . It's easier to get the apologies over and done with right away so you can forget about your anger and move on.

Start good one by saying , "I'm sorry" or "I forgive you". Forgiving is a blessing. Spread the goodness. Instead of allowing others to laugh at you, laugh at yourself. Think of all the words you said and think of how you could have changed the situation by acting in a different way.

OLD MAN RIVER

F. Listening input for fill in the blanks

The 2015 South Indian floods resulted from heavy rainfall generated by the annual north east monsoon in November-December 2015. They affected the Coromandel Coast region of the South Indian states of Tamil Nadu and Andhra Pradesh, and the union territory of Puducherry, with Tamil Nadu and the city of Chennai particularly hard- hit. More than 500 people were killed and over 18 lakh people were displaced. With estimates of damages and losses ranging from nearly 200 billion rupees to over 1 trillion rupees, the floods were the costliest to have occurred in 2015, and were among the costliest natural disasters of the year. The flooding has been attributed to the2014-16 El-Nino event.

ON KILLING A TREE

G. *Listen to the speech and complete the exercises that follow.

Nammazhwar was born in 1938 in Elangadu, Thanjavur District, and he graduated from Annamalai University with a B.Sc. in Agriculture. In 1963, he began working for the Agricultural Regional Research Station, a government organisation in Kovilpatti, as a scientist, conducting trials on spacing and use of various chemical fertilizers in cotton and millet crops. During his tenure there, the government had conducted various experiments

in rain-fed land, using expensive inputs like hybrid seeds, chemical fertilizers and chemical pesticides which Nammazhwar considered futile as the farmers were resource poor. Based on his experience, he felt very strongly that it was imperative to totally reorient the research work being undertaken. But his peers at the institute paid little attention to his advice. Frustrated, he left the institute in 1969.

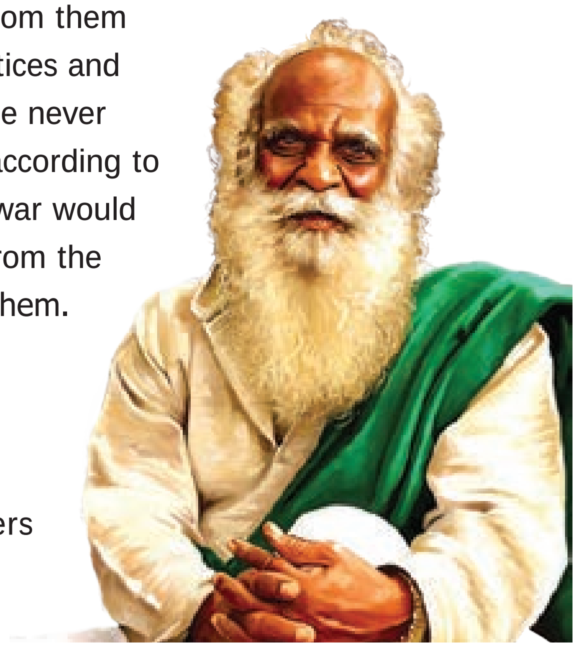
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For the next 10 years, he was an agronomist for Island of Peace, an organisation founded by the Nobel Laureate Dominique Pire. His focus was on improving the standard of living through agricultural development in the Kalakad block of Tirunelveli District, Tamil Nadu. It was at this time that he realised that to get optimal results in farming, farmers should rely only minimally on external inputs. All inputs should come from within the farm. So called waste should be recycled and used as input. This revelation was a turning point in his life. He completely lost trust in conventional farming practices and began experimenting with sustainable agricultural methods.

Vegetables have a short lifespan compared to fruit crops. By making use of modern technologies and inputs, their lifespan can perhaps be extended to say about a year. But if there is a simple method of growing vegetables throughout the year, without any costly gadgets, modern technologies, or costly inputs, it is definitely worth a try for the farmers.

He advocated the 'Bread sandwich' method. In this method once the soil is made ready and the suggested practices followed, one need not work on the soil for the second time. They can go on sowing and reaping, all through the year.

He always said it was no use trying to teach a farmer. Instead, one should make the farmer understand the issue. He never stopped learning from them himself and had become a vast repository of farming practices and knowledge that he shared with whoever was interested. He never pushed ideas down anyone's throat. Each farm is unique according to the farmers' understanding and the conditions, Nammazhwar would say. He would keep experimenting with what he learned from the farmers, refined this knowledge and then gave it back to them.



He often said **"Farming is not a way of producing crops to make money. It is a way of living, and a way of living that is possible even in the 21st century."** He trained hundreds of farm youths as trainers and helped many farmers to be master trainers—all this without the support of the government.

SEVENTEEN ORANGES

F. *Listen to the play and answer the questions that follow.

Krishna Deva Raya's greedy minister, Chatur Pandit, arrives at the court with a red peacock.

Krishna Deva Raya: I have never seen such a creature!

Courtiers: We agree.

Chatur Pandit: Please accept this gift, Your Majesty! My servants searched the jungles to find this creature.

Tenali Raman (thinks): How can a bird so bright survive in the jungle? It will be easily spotted by other animals.

Krishna Deva Raya: Thank you, Chatur Pandit! How can we reward you?

Chatur Pandit: Your Majesty, 1000 gold coins will be enough, as I spent that to get the bird.

Tenali Raman: Your Majesty, I think we should observe this peacock for a while before we give Chatur Pandit his reward. I will go to the jungles and get more birds like these.

Krishna Deva Raya: Alright, Tenali. You have two weeks.

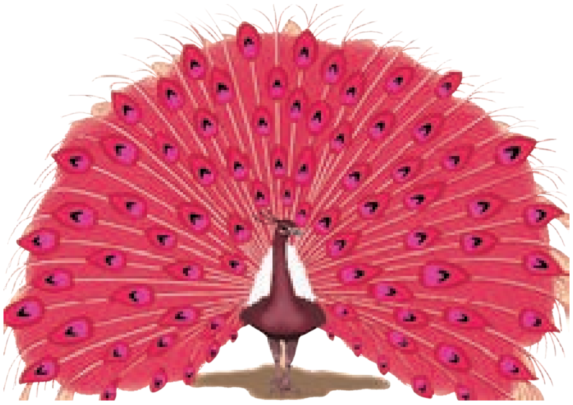
(Tenali Raman did not go to the jungles.)

Tenali Raman (to his attendants): Look for the person who has painted that peacock red.

Attendants: Yes, sir!

(The attendants found the painter.)

Tenali Raman (to the painter): Don't worry, I won't punish you. Just paint another four peacocks the same colour.



Painter: Yes sir.

(Tenali Raman takes the peacocks to the court, two weeks later.)

Krishna Deva Raya: Bravo, Tenali.

Treasurer, give him 1000 gold coins.

Tenali Raman: That is not what they cost, Your Majesty.

Krishna Deva Raya: What is your price then, Tenali Raman?

Tenali Raman: A bucket of water, a bag of red paint, and a gold coin for this artist.

Krishna Deva Raya (angrily): Chatur Pandit, I sentence you to...

Tenali Raman: Your Majesty, your desire for fame led you to believe a red peacock could exist. For a long time, there has been needless spending on such curiosities.

It is better that your subjects are prosperous, rather than a display of wealth. I request you to let Chatur Pandit go and reward the artist for highlighting this matter.

Krishna Deva Raya: You're right, Tenali.

Chatur Pandit (falls at the king's feet): Your Majesty, please forgive me.

Krishna Deva Raya: I will do so, but you are banished from the court for a month. And you must return the gifts you got earlier.

(It starts to rain and the peacocks dance. The rain washes off their red colour.)

Krishna Deva Raya (laughs): Look, Tenali!

(Tenali smiles.)

(The people of the kingdom dance in the rain.)

The people (to each other): We are lucky to have a king who is not afraid to admit his mistake.

(Chatur Pandit walks home alone in the rain.)

THE SPIDER AND THE FLY

D. *Listen to the passage and fill in the blanks with appropriate answers.

SM9AF



Trust is one of the most important things anyone can have in a relationship because trust is what makes the foundation of a relationship. Without trust there is no relationship at all because everything you do or make of the relationship will be based on truth. Trust is

a very rare thing to find and if you are able to give it in return, your life is so much better and more fulfilling for everyone involved. Trusting people can hurt sometimes because they betray you, but you learn from the situation and move on to the next adventure in your life. Just don't let small bumps in the road throw you back to not trusting and being cold. Simply keep moving forward and you will have a wonderfully fulfilling life that will be filled with good people that care and are trustworthy.

(slightly adapted)

WATER THE ELIXIR OF LIFE

Severn Cullis-Suzuki (born November 30, 1979 in Vancouver, British Columbia) is a Canadian environmental activist. She has spoken around the world about environmental issues, urging listeners to define their values, act with the future in mind, and take individual responsibility. In 1992, at age 12, Cullis-Suzuki raised money with members of ECO to attend the Earth Summit in Rio de Janeiro. Cullis-Suzuki presented environmental issues from a youth's perspective at the summit, where she was applauded for her speech to the delegates.

E. *Listen to the speech and complete the exercises that follow.



Hello. I'm Severn Suzuki, speaking for ECO, the Environmental Children's Organization. We are a group of 12- and 13-year-olds trying to make a difference: Vanessa Suttie, Morgan Geisler, Michelle Quigg, and me. We've raised all the money to come here ourselves, to come 5,000 miles to tell you adults you must change your ways.

Coming up here today, I have no hidden agenda. I am fighting for my future. Losing my future is not like losing an election or a few points on the stock market. I am here to speak for all generations to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet because they have nowhere left to go. I am afraid to go out in the sun now because of the holes in our ozone. I am afraid to breathe the air because I don't know what chemicals are in it. I used to go fishing

in Vancouver — my home — with my dad, until just a few years ago we found the fish full of cancers. And now we hear of animals and plants going extinct every day, vanishing forever.

In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests, full of birds and butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry of these things when you were my age? All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child, and I don't have all the solutions. I want you to realize, neither do you. You don't know how to fix the holes in our ozone layer. You don't know how to bring the salmon back up a dead stream. You don't know how to bring back an animal now extinct. And you can't bring back the forest that once grew where there is now a desert. If you don't know how to fix it, please stop breaking it.

Here you may be delegates of your government, business people, organizers, reporters or politicians. But really you are mothers and fathers, sisters and brothers, aunts and uncles, and all of you are someone's child. I am only a child, yet I know we are all part of a family 5 billion strong. In fact, 30 million species strong. And borders and governments will never change that. I am only a child, yet I know that we're all in this together and should act as one single world towards one single goal. In my anger, I am not blind, and in my fear, I am not afraid of telling the world how I feel. In my country, we make so much waste. We buy and throw away, buy and throw away, buy and throw away, and yet Northern countries will not share with the needy. Even when we have more than enough, we are afraid to share. We are afraid to let go of some of our wealth.

In Canada, we live the privileged life with plenty of food, water and shelter. We have watches, bicycles, computers and television sets. The list could go on for two days. Two days ago here in Brazil, we were shocked when we spent time with some children living on the streets. This is what one child told us, "I wish I was rich. And if I were, I would give all the street children food, clothes, medicines, shelter, and love and affection." If a child on the streets who has nothing is willing to share, why are we who have everything still so greedy? I can't stop thinking that these are children my own age; that it makes a tremendous difference where you are born; that I could be one of the children living in the favelas of Rio. I could be a child starving in Somalia, or a victim of war in the Middle East or a beggar in India. I am only a child, yet
I know that if all the money spent on war was spent on finding environmental answers, ending poverty and finding treaties, what a wonderful place this Earth would be.

At school, even in kindergarten, you teach us how to behave in the world. You teach us to not fight with others; to work things out; to respect others; to clean up

our mess; not to hurt other creatures; to share, not be greedy. Then why do you go out and do the things you tell us not to do? Do not forget why you are attending these conferences – who you are doing this for. We are your own children. You are deciding what kind of world we are growing up in.

Parents should be able to comfort their children by saying "Everything's going to be all right. It's not the end of the world. And we're doing the best we can." But I don't think you can say that to us anymore. Are we even on your list of priorities? My dad always says, "You are what you do, not what you say." Well, what you do makes me cry at night. You grown-ups say you love us, but I challenge you, please make your actions reflect your words. Thank you.

FROM ZERO TO INFINITY

D. Listen to the Passage Two Geniuses

Many people regard the scientist Albert Einstein as one of twentieth century's greatest geniuses. He was a physicist whose research into the working of the universe made such inventions as nuclear energy, space travel and television possible.

Anecdotes about Einstein show that he had a great sense of humour.

One such anecdote tells that as a young man with a growing reputation, he received many invitations to go to universities to explain his theories. On these trips he was always chauffeured by the same person—a man called Hans. Hans often said to him, "It's a pleasure to drive a genius like you, Dr. Einstein."

G1Y48

One evening, on their way to a remote university, Einstein said, "I wish I didn't have to give my lecture tonight, Hans. I'm so tired. But I can't let my audience down, can I."

"You don't need to," said Hans. "We'll change places, and I'll give the lecture for you. I've listened to it a dozen times. I don't understand it, but I know it by heart. And no one knows you at the university, do they? No one will find out."

Einstein eventually agreed with Hans, but said to him, "Don't try to answer any questions, whatever you do."

They changed places, and at the university, Hans was greeted and led to the platform in a great hall crowded with professors and students. Einstein joined the



audience and listened to Hans give his lecture perfectly, and joined in the applause at the end.

However, before Hans could get off the platform, a professor shouted from the audience, "I'd like to ask you a question. Its very difficult but please answer it." He then asked the question so difficult that Hans had no idea what he was talking about.

Einstein thought, "Oh Dear, now we're in trouble." But Hans just laughed and said, "That's not a difficult question, sir. In fact, it's so easy even my driver knows how to answer it. Hans, stand up and……."

Einstein stood up and answered the question perfectly.

They left the university, with Einstein driving. A little later, Hans offered to take over from him. "No, my friend," laughed Einstein, "it's a pleasure to drive a genius like you."

THE COMET

F. Listen to the Passage Comets

Comets, meteors and asteroids have several things in common. First, they are believed to be remnants of the materials that created the Sun and the planets. Basically, they're leftovers. Comets, meteors and asteroids are too small to be planets. Some are only a few feet in size, while others are a mile or more long.

PY5V8

Comets are mostly made of ice. They are very old. As comets travel close to the Sun, some of the ice melts off and becomes a gas. This melting process causes bits of dust and debris to trail behind the comet. This tail can be seen in the night sky as a bright, quickly-moving light.

Comets orbit at the very edge of the galaxy, past Pluto.

A BIRTHDAY LETTER

E. A Dialogue between Brothers

Raghav: Hi Aadhav! I need to discuss something important with you.

Aadhav: Hi Raghav! I am free now. Come on. Let us discuss.

Raghav: Do you remember that coming April 2nd is our parents' wedding anniversary?

Aadhav: Thank you for reminding me, Bro. I have almost forgotten that. How shall we celebrate it?

Raghav: Shall we plan for a surprise celebration?

Aadhav: Yes, of course, Bro.

Raghav: How about inviting our friends and close relatives for the party to surprise our parents?

Aadhav: Yeah. That would be a real surprise! Shall we also have cake cutting?

Raghav: Yes, we shall. But, we have to do something unique. What else shall we do then?

Aadhav: Why don't we make our parents plant a sapling as a part of the celebration?

Raghav: That's a good one! I know a person who owns a nursery garden. I'll buy mango sapling and we'll make our parents plant it.

Aadhav: Great, it will be a memorable one. I have saved some money. Let's make use of it for the arrangements.

Raghav: Let me also contribute my savings to make this celebration useful and memorable.

THE STICK-TOGETHER FAMILIES

E. Listen to the Passage Family

Family is where we all belong to and from where our identity comes from. A person is valued based on his family and upbringing. Family is a bond, a long lasting relationship that holds a bond with each other. There are many values that one has to learn to get the family bonding in the right manner. Bonding does not happen overnight. It forms with every second, every minute that you spend with your loved ones. The understanding, the acceptance, the belonging and the security all enclosed together is how a family bond is formed.

A close family bond is like a safe harbour, where we feel secure and where we trust that

we have someone always there to whom we could turn to when we need them the most.

It is through a family that we learn the values of love, trust, hope, belief, cultures, morals, traditions and every little matter that concerns to us. A strong foundation for any individual comes from being with a supportive family.

Family is one among the greatest gifts that we get from God. To have parents, who support us, teach us values in life, and gives us a strong foundation in character, teach us the importance of love and being loved, trust to be there for one another and many other morals that could be obtained only from a family. A gift not only with lovable parents, but siblings who care and love us beyond themselves. We cannot buy or demand all these things in life, as we are being given to understand their importance.

To be part of a happy family, one should always thank God for the blessing we have in lives, as having a family who cares and loves us is the greatest blessing that any person could get in life.



Useful Weblinks

- **Ramanujan Mathematical Society -** www.ramanujanmathsociety.org/
- **ISRO - Government of India -** https://www.isro.gov.in/
- **Asteroids and Comets: Information and Facts | National Geographic** https://www.nationalgeographic.com/science/space/solar-system/asteroids-comets/

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Prose

- **Learning the Game** - *Sachin Ramesh Tendulkar* (Published by Hodder & Stoughton, UK)
- **I can't Climb Trees Anymore** - *Ruskin Bond*
- **Old Man River** - *Dorathy Deming* (Drama)
- **Seventeen Oranges** - *Bill Naughton*
- **Water – The Elixir of Life** - *Sir C.V. Raman*
- **From Zero to Infinity** - *Biography of Srinivasa Ramanujan*
- **A Birthday Letter** - *Jawaharlal Nehru*

Poem

- **Stopping by Woods on a Snowy Evening -** *Robert Frost*
- **Leisure -** *William Henry Davies*
- **A Poison Tree** - *William Blake*
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- **On Killing a Tree** - *Gieve Patel*
- **Advice from a Tree** - *Ilan Shamir*
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- **The Star** - *Jane Taylor*
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- **Memories of My Dad** - *Rebecca D.cook*

Supplementary

- **The Envious Neighbour** - *A Japanese Folk Tale*
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- **Earthquake** - *M.S.Mahadevan*
- **The Cat and the Pain-Killer -** *Mark Twain*
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- **The Christmas Truce** - *Aaron Shepard*

Listening Passage

- **Speech In Environmental Children's Organization -** *Severn Suzuki*
- **Environmental Crusader Of India** - *Dr.G. Nammazhwar*
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